

MISD SCHOOL IMPROVEMENT PLAN 2018-19

Island Park Elementary

2020 Vision

Successfully preparing students for the cognitive, global, and digital world.

Overview

The Island Park SIP document is broken into four (4) sections:

1. 2017-2018 Review and Reflection for English Language Arts
2. 2017-2018 Review and Reflection for Math
3. 2017-2018 Review and Reflection for Diversity/Inclusion
4. 2018-2019 SIP Goals

Section 1: Review and Reflections of 2017-18's SIP Goal for ELA

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.

Table 1 ELA Data 2014 through 2018 (Same color indicates same cohort)

Goal One (ELA)	Spring 2014 at Benchmark	Spring 2015 at Benchmark	Spring 2016 at Benchmark	Spring 2017 at Benchmark	Spring 2018 at Benchmark
K – Letter Sound Fluency	88%	95%	92%	94%	83%
K – Nonsense Word Fluency	86%	89%	89%	92%	89%
K - Instructional Text Level	N/A	NA	NA	85%	99%
1 st — Nonsense Word Fluency	79%	70%	77%	85%	98%
1 st – Curriculum Based Measure	88%	87%	87%	91%	93%
1st - Instructional Text Level	N/A	NA	NA	79%	88%
2 nd –Curriculum Based Measure	87%	87%	85%	90%	97%
2nd - Instructional Text Level	N/A	NA	NA	91%	97%
3 rd –Curriculum Based Measure	85%	85%	76%	82%	86%
3rd - Instructional Text Level	N/A	NA	NA	91%	85%
4 th –Curriculum Based Measure	82%	74%	73%	75%	79%

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4th - Instructional Text Level	N/A	NA	NA	79%	90%
5th –Curriculum Based Measure	86%	87%	88%	85%	90%
5th - Instructional Text Level	N/A	NA	NA	67%	94%

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Table 2 State SBAC ELA Assessment Data (Same color indicates same cohort)

Percent of Students Meeting Standard

	2015	2016	2017	2018
3 rd Grade	84.7%	75.5%	80.3%	79.9%
4 th Grade	87.7%	78.8%	85.0%	81.9%
5 th Grade	84.1%	85.7%	88.5%	84.2%

Global Reflection on 2017-18 ELA SIP Goal: We continue to see an increase in student achievement at various grade levels, with the greatest growth between the 3rd and 4th (up 2.7% from 80.3% to 83.0% on their ELA SBAC) and 4th to 5th in AIMSweb fluency (75%-90% meeting fluency benchmark). We saw 6% growth in our 1st grade to 2nd grade cohort who met their fluency benchmarks as well as our kindergarten into first cohort (from 91% - 97%). Our primary grade levels (1st and 2nd) continue to see high achievement in the area of reading fluency (93%, 97% respectively). 99% of kindergarteners were at their expected instructional benchmark by year's end. 97% of our second graders were at their appropriate instructional benchmark reading level at year's end (up from 88% in 1st grade). 85% of third graders were at their appropriate instructional benchmark level at year's end. The data indicates a growing fidelity to the Mondo ELA curriculum and to incorporating all of the components of a comprehensive literacy program (i.e. read aloud, shared reading, phonics, phonemic awareness, guided reading, oral language instruction).

Kindergarten PLC Plan to Support School-Wide ELA Goal

Area of Focus

The K team understands the relationship between reading foundational skills and reading comprehension, therefore our PLC work focused on reading foundational skills strategies that help increase overall reading comprehension in students.

Reflection on 2017-18 School Year

The Kindergarten Team set the goal that all students would demonstrate foundational reading skills such as segmenting, blending, rhyming and reading nonsense words. We measured this skill three times (fall, winter, spring) using two sources of data (Mondo Literacy Survey and AIMSweb Survey). After each assessment, students were grouped by their need and given small group or individual instruction to help them meet this goal. Based on our end of the year data (Mondo assessments and AIMSweb), we know that nearly all Kindergarten students met this goal. For those few students that are close to the goal, we are working with families with summer suggestions (summer school, at home learning, online books and little readers) to promote continued growth.

To increase our own learning about foundation skills which promotes student learning, we focused on getting to know the curriculum (new teachers) and to better understand the unique foundational skill features of Mondo Publishing. We visited each other's rooms to see the curriculum in action and learned with and from one another. We shared common assessments to learn from the mistakes and successes in our students' learning during our Professional Learning Community meetings. We used DuFour's Big Four Questions to guide our discussions: What is it that students

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need to know and be able to do? How will we know if they know it? What will we do if they already know it? What will we do if they do not?

Some team members attended optional literacy trainings hosted by Emily Temple and Amanda Higgins (MI Learning Support teachers) to further their own learning. We each took a lesson from the curriculum and found ways to make the lesson more engaging for students. We worked with families to support student learning such as Look and Say words lists and book in the bag (daily reading).

We worked with our LAP staff to support students not at benchmark based on AIMSweb and Mondo data. By June of 2018, 99% of Kindergarten students were able to decode and comprehend a Benchmark Level Text within the C/D level.

1st Grade PLC Plan to Support School-Wide ELA Goal

Area of Focus

The 1st grade team focused on reading comprehension.

Reflection on 2017-18 School Year

- Our area of focus was reading comprehension. Our goal was for each student to make at least a year's growth based on Benchmark Text Level (BTL)
- As a team we implemented daily phonics instruction, whole group oral language, constructed response to text, involved parents in reading instruction through our book in a bag program, used Mondo curriculum, practicing reading to self, used guided reading groups, collaborated with specialists to meet the needs of students and used PLC time to review and discuss data
- 97% of our first-grade students met or exceeded a year's growth in reading comprehension

2nd Grade PLC Plan to Support School-Wide ELA Goal

Area of Focus

The 2nd grade team focused on reading comprehension and fluency, as well as oral language and phonics intervention.

Reflection on 2017-18 School Year

- Our area of focus is reading comprehension. Our goal was for each student to make at least a year's growth based on Benchmark Text Level (BTL).
- As a team we implemented small group phonics instruction and oral language, constructed response to text, involved parents in reading instruction through our book Read Naturally program, used Mondo curriculum, practiced reading to self, used guided reading groups, collaborated with specialists to meet the needs of students, and used PLC time to review and discuss data
- We used AIMS progress monitoring for students in our intervention group whose fluency was below grade level
- We had daily small group instruction for guided reading
- 97% of our second-grade students met or exceeded a year's growth in reading comprehension
- Students who were not at fluency benchmark standard at the start of the school year made at least a year's growth in their fluency as measured by AIMSweb

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3rd Grade PLC Plan to Support School-Wide ELA Goal

Area of Focus

The 3rd grade team focused on reading comprehension.

Reflection on 2017-18 School Year

- Our team focused on integrating reading comprehension across multiple content areas
- 78% of students exhibited growth in reading comprehension across the curriculum
- 83% of students successfully passed ELA as measured by the SBAC

4th Grade PLC Plan to Support School-Wide ELA Goal

Area of Focus

The 4th grade's overarching goal was to focus on developing our students reading comprehension. In order to reach this goal, we integrated our reading skills standards into other parts of the curriculum. For example, our new science curriculum has text which we used with the whole group as shared reading text.

Reflection on 2017-18 School Year

- As a new team last year and early adopters of the science and writing curriculum, our team focused on integrating reading comprehension across multiple content areas
- The data shows that there is room for improvement in the area of connecting reading to writing and making claims that incorporate different writing genres based on various texts
- 90% of our students were at benchmark in reading comprehension across the curriculum

5th Grade PLC Plan to Support School-Wide ELA Goal

Area of Focus

The 5th grade team focused on improving reading fluency and comprehension for all students

Reflection on 2017-18 School Year

- According to AIMSweb data and guided reading group participation, 94% of students showed growth achieving at or above grade level for reading fluency
- According to MONDO reading levels and reading response journals, 94% of students showed growth achieving at or above grade level for their reading comprehension
- 84.3% of fifth graders met standard on the Spring 2018 ELA SBAC. The cohort scored 85% on their 2017 ELA SBAC

Special Education PLC Plan to Support School-Wide ELA Goal

Area of Focus

The Special Education team will focus on increasing reading fluency and comprehension

Reflection on 2017-18 School Year

- The Resource Room transitioned to more direct instruction fluency and comprehension curriculums.
- These curriculums provided more structured and focused practice, which resulted better use of Resource Room time.

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Section 2: Review and Reflections of 2017-18's SIP Goal for Math

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.

Global Reflection on 2017-18 Math SIP Goal: We focused much of our year on providing professional development in the area of differentiation strategies for math. The elementary schools brought in Dan Finkel (I Love Math organization) to model high leverage math instructional maneuvers. An emphasis was placed on "math talk" where students *go deep* with a concept through collaboration and conversation. We started exploring and using common formative assessments across the district. Work also focused on how to incorporate math centers into math bloc (centers that allow for more differentiation) 90.3% (88.9%) of last year's third students met benchmark standards as measured by the SBAC; 80.5% (81.5%) of last year's fourth grade students met standard, and 87% (84.3%) of last year's fifth graders met standard.

Kindergarten PLC Plan to Support School-Wide Math Goal

Area of Focus

The Kindergarten team focused on students representing addition and subtraction with object or fingers up to 10.

Reflection on 2017-18 School Year

- Our goal was that students will represent addition and subtraction with objects or fingers up to 10. All Kindergarten students met this goal as measured by end of unit assessments given 5 times throughout the year.
- We used our PLC meetings to discuss and analyze student assessment data to identify and address student mistakes, challenges and successes. We shared ideas of how to support struggling students.
- To further our own learning thus promoting student learning, we used Julie Newcomer as a math coach this year as she pushed into our classrooms to model games that directly match the curriculum lesson goals. We shared resources and successes and challenges.
- We learned from the presentations of Dan Finkle.

1st Grade PLC Plan to Support School-Wide Math Goal

Area of Focus

The 1st grade team focused on increasing students' content vocabulary and ability to represent problems in all domains.

Reflection on 2017-18 School Year

- We focused on increasing students' content vocabulary
- Implemented games shared with us by Julie Newcomer to practice/improve math reasoning
- Implemented and completed district curriculum, Math Expressions
- Talked math with students
- Required proof drawings
- Increased fact fluency with daily practice
- Differentiated when needed
- 98% of first grade students met or exceeded grade level expectations based on our math unit assessments to determine grade level benchmark.

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2nd Grade PLC Plan to Support School-Wide Math Goal

Area of Focus

The 2nd grade team focused on addition and subtraction up to 1,000.

Reflection on 2017-18 School Year

- We shared resources and successes and challenges with each other.
- Julie Newcomer, the math specialist provided math challenges and games that coordinated with our curriculum.
- We shared assessment data to identify and address student mistakes, challenges and successes. We shared ideas of how to support struggling students.
- We learned from the presentations of Dan Finkle and implemented more games
- We focused on increasing students' content vocabulary
- Implemented and completed district curriculum, Math Expressions
- Talked math with students
- Required proof drawings when solving story problems
- Increased fact fluency with regular practice
- Differentiated when needed
- 98% of 2nd grade students met or exceeded grade level expectations in addition and subtraction up to 1,000

3rd Grade PLC Plan to Support School-Wide Math Goal

Area of Focus

The 3rd grade team focused on fact fluency and application in each of our common core domains.

Reflection on 2017-18 School Year

- Differentiated when needed
- Increased fact fluency with practice as measured by 3 minute and 1-minute fact timings
- Implemented and completed district curriculum, Math Expressions
- 90% of students successfully passed the Math SBAC

4th Grade PLC Plan to Support School-Wide Math Goal

Area of Focus

The 4th grade team focused on Numbers and Operations in Base 10.

Reflection on 2017-18 School Year

- The fourth-grade team decided to focus on Numbers and Operations in Base 10 since it is an underlying skill essential to continued success in other math domains
- Overall, 4th graders showed growth in this skill; increased accountability due to student self-monitoring and awareness in this area is likely contributor to growth.
- Our Smart Goal was: By Spring of 2018, 90% of 4th grade students will perform at math standard for Number and Operations in Base 10 as measured by the WCAP Interim Assessment, Front Row Benchmark, and grade-level team approved assessments. The remaining 10% that do not meet goal will show at least 25% growth. Data: 94% of students were performing at grade level in Numbers and Operations in Base 10. The remaining 6% of students showed at least 23.5% growth

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5th Grade PLC Plan to Support School-Wide Math Goal

Area of Focus

The 5th grade team focused on fact fluency and application in the common core domains.

Reflection on 2017-18 School Year

- Students made growth in fact fluency in all 3 classes
- We feel our data was lower on the math SBAC because we've noticed student's struggle to apply their knowledge of facts to a multi-step mathematical problem
- Next year, we will emphasize math vocabulary, terminology, and problem-solving strategies that support students' knowledge
- The cohort of students in 5th grade math has struggled to carefully read and comprehend directions on class assessments and classwork, we feel it may offer insight into the low SBAC scores
- We would like to explore different models of instruction to support our struggling math students and students with an IEP

Special Education PLC Plan to Support School-Wide Math Goal

Area of Focus

The Special Education team focused 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.

Reflection on 2017-18 School Year

- The Resource Room staff worked out and implemented a communication system with teachers to coordinate lesson progress and timing
- Homework assigning and checking transferred to the Resource Room staff to ensure accountability and appropriateness for students
- Additional math practice was implemented as needed
- Math fact games and practice increased

Section 3: Review and Reflections of 2017-18's SIP Goal for Diversity/Inclusion

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

Global Reflection on 2017-18 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 continued 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 Mindfulness PLC continues to actively meet.

Island Park participated with her sister schools in diversity training sessions with Ben Ibale (WEA diversity trainer) around culturally responsive instructional strategies. 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

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through events such as International night, a Tap Root Theater anti-bullying assembly, and a week-long residency conducted by Haida nation artist-in-residence, Sondra Segundo (students were treated to Haida music, art, dance and stories). All classrooms continued to implement the Second Step social/emotional curriculum. Office referrals for severe student behavior continued to decline; no HIB investigations were conducted regarding alleged incidences of bullying. Individual classrooms incorporated diversity and inclusion themes in their writing, literacy choices and classroom meetings.

Kindergarten PLC Plan to Support School-Wide Diversity & Inclusion Goal

Area of Focus

The Kindergarten team focused on each student's ability to treat one another with respect and kindness. We taught, modeled, and helped students' progress towards this goal.

Reflection on 2017-18 School Year

- We implemented the above list and responded to our students' unique experiences. For example, as students brought their interests and cultures to our classroom, we celebrate each other.
- We also visited Island House Retirement Center to sing songs to the residents - once near Veteran's Day and once in the spring. We welcomed seniors from Al Joya to volunteer in our classrooms and read with students.

1st Grade PLC Plan to Support School-Wide Diversity & Inclusion Goal

Area of Focus

The 1st grade team focused on each student's ability to treat each other with respect and kindness. We taught, modeled, and helped students' progress towards these goals.

Reflection on 2017-18 School Year

- We fostered each student's ability to treat each other with respect and kindness by implementing Second Step, mindfulness, our families unit, implementing SOAR and PBIS policies, parent presenters, enhanced our reading material with multicultural books provided by a grant
- Established and implemented classroom rules with a focus on empathy, kindness and respect
- The students are consistently demonstrating empathy, kindness, and respect in the classroom. We continue to encourage students to practice empathy, kindness, and respect on the playground.
- We practiced "calling out" observations of empathy, kindness and respect as we witness it, making a story of the good we have observed
- We shared books about empathy, kindness, and respect, and anti-bullying in the classroom

2nd Grade PLC Plan to Support School-Wide Diversity & Inclusion Goal

Area of Focus

The 2nd grade team focused on each student's ability to treat each other with respect and kindness. We taught, modeled, and helped students' progress towards these goals.

Reflection on 2017-18 School Year

- We fostered each student's ability to treat each other with respect and kindness by implementing Second Step, mindfulness, our families unit, implementing SOAR and PBIS policies, parent presenters
- Established and implemented classroom rules with a focus on empathy, kindness and respect
- The students are consistently demonstrating empathy, kindness, and respect in the classroom. We continue to encourage students to practice empathy, kindness, and respect on the playground.
- We share books about empathy, kindness, and respect, and anti-bullying in the classroom.
- Talked with the class whenever problems came up and the class helped to solve the problems.
- Complimented students when they display respectful behavior.

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3rd Grade PLC Plan to Support School-Wide Diversity & Inclusion Goal

Area of Focus

The 3rd grade team focused on the social/emotional growth of our students. Additionally, we helped students 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.

Reflection on 2017-18 School Year

- Fostered positive student-teacher and student-student relationships to build trust and get to know one another
- Mindfulness increased student awareness and ability to perceive the feelings of others.
- We shared books about empathy, kindness, and respect, and anti-bullying in the classroom
- Students consistently demonstrated empathy, kindness, and respect in the classroom.
- Established and implemented classroom rules with a focus on empathy, kindness and respect

4th Grade PLC Plan to Support School-Wide Diversity & Inclusion Goal

Area of Focus

The 4th grade team worked on fostering empathy and respect among students; appreciation of diverse backgrounds; kindness towards others and self.

Reflection on 2017-18 School Year

- The fourth-grade team strived to acknowledge the differing backgrounds, experiences and cultural aspects of students in our classroom and community at large to ensure that each student feels that they belong here through guest speakers, cultural activities, PBIS, and thoughtful application of the curriculum.
- Fostering positive student-teacher and student-student relationships was key to building trust and getting to know one another.
- Writing curriculum focused on “writing community”; being receptive to others ideas and offering constructive feedback; mentor texts reflected various cultures and increased dialogue around global community; expository reports focused on researching various countries.
- Mindfulness increased student awareness and ability to perceive the feelings of others.
- Structured conversations built on solutions, not problems; promoting multiple outcomes and not a right-wrong scenario.
- Promoted buddy bench school-wide to encourage empathy towards others on playground.
- Fourth grade team worked on applying Second Step curriculum with greater consistency.

5th Grade PLC Plan to Support School-Wide Diversity & Inclusion Goal

Area of Focus

The 5th grade team focused on the social/emotional growth of students. Additionally, we helped students 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.

Reflection on 2017-18 School Year

- One area of strength was our ability to build classroom community that allowed students to develop strong social ties and a sense of belonging. Their unique qualities and diversity were recognized and celebrated.
- At the beginning of the year, we consistently had time for Mindfulness & 2nd Step instruction. As the year continued, we felt more pressure for instruction on our core curriculum which took away from this important area of instruction.
- We also need to teach more organization, study, and test-taking skills. Most of our students struggled with these skills.

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Specialists PLC Plan to Support School-Wide Diversity & Inclusion Goal

Area of Focus

Building a more inclusive school community that learns about and celebrates diversity.

Reflection on 2017-18 School Year

- In music, students learned songs and musical genres of various languages and traditions (e.g. Spanish, gospel, French, Korean, Japanese) and played instruments from other cultures (e.g. African drums, percussion instruments, and ukuleles).
- Our library continued to grow their book collections through the purposeful acquisition of picture books and novels that reflect our society's and student body's demographics while addressing age appropriate issues of diversity, equity and social justice.
- The specialists' hosted Sondra Segundo, a Haida Native American, who shared her tribe's dance, literature, music and art with every class and with the entire school through a school assembly.

Special Education PLC Plan to Support School-Wide Diversity & Inclusion Goal

Area of Focus

The Special Education team focused on the inclusion of special needs students in the general education classroom and school wide activities.

Reflection on 2017-18 School Year

- PLP implemented Independent Work opportunities for students during inclusion times. Students engaged in spelling, work binder tasks, and 3-drawer system tasks during their time in their general education class. General education teachers were trained on how to use the materials.
- Materials were exchanged out based on mastery of skills.
- General education teachers were trained on how to use the materials.
- Students were very successful with these interventions and were highly engaged and independent while accessing the general education setting, though they weren't completing the same material as their peers.
- 5 classroom disclosure presentations were completed in different classrooms, focusing on learning differences and equity.

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Section 4: 2018-19 SIP Goals

Goal One

Utilizing a Multi-Tiered System of Support (MTSS), at-risk students will make more than one year's growth towards achieving grade level benchmarks in reading and/or math, thereby closing the achievement gap as measured by SBA, AIMSweb Plus, and/or Classroom Based Measures. Students at benchmark levels at the start of the school year will demonstrate a minimum of one year's growth as measured by the same standards.

Goal Two

Develop and implement an Elementary Multi-Tiered System of Support (MTSS) for Social Emotional and Behavioral Learning, thereby nurturing an inclusive, culturally responsive, and welcoming school community.

Contextual Data for Goal 1

The following data represents students who performed below standard in SBA ELA and/or Math. They either started the school year below standard and remained below standard or they started the school year above standard and dropped below standard by the end of the year.

SBA Data Spring 2018

	SBA - Mathematics		SBA - English Language Arts	
	# of Students Below Benchmark	% of Students Below Benchmark	# of Students Below Benchmark	% of Students Below Benchmark
Current 4th Grade Class*	6	9.7	10	15.1
Current 5th Grade Class *	14	19.5	13	18.1

* Based on last year's cohort

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ELA Assessment Data Spring 2018

2018-19 Grade Level	# of Students Below Benchmark			% of Students Below Benchmark		
	Instructional Text Level	R-CBM (Fluency)	SBA ELA	Instructional Text Level	R-CBM (Fluency)	SBA ELA
1st Grade	5	N/A	N/A	6.1%	N/A	N/A
2nd Grade	7	4	N/A	11.9%	6.8%	N/A
3rd Grade	2	2	N/A	2.9%	2.9%	N/A
4th Grade	9	9	10	14.5%	14.5%	16.1%
5th Grade	7	15	13	9.9%	21.1%	18.1%

Section 5: Strategic Actions and Anticipated Evidence

Goal One

Utilizing a Multi-Tiered System of Support (MTSS), at-risk students will make more than one year's growth towards achieving grade level benchmarks in reading and/or math, thereby closing the achievement gap as measured by SBA, AIMSweb Plus, and/or Classroom Based Measures. Students at benchmark levels at the start of the school year will demonstrate a minimum of one year's growth as measured by the same standards.

Grade-Level Plans to Support Goal One

Kindergarten
Area of Focus - Reading and Math
<p>Reading 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.</p> <p>Math The K team PLC work will focus on strategies to help all our kindergarten students recognize numerals 1-31 (WAKids 20.c) and use these skills to solve addition and subtraction word problems using numbers between one and ten. (ccss.math.content.k.oa.a.2)</p>

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Strategic Action

Reading Action Steps

- Weekly instruction in reading, building foundational skills and strategies through guided practice and modeling
- Our K PLC will read an average of one (1) article per month or one book per year focusing on teaching reading foundational skills through various strategies/pedagogies
- Send home strategies/ideas for parents to implement when reading with their student at home
- Collaborate with special education and LSP teachers regarding assessment or curriculum adaptations for students who are at risk of not meeting standard

Math Action Steps

- Students set individual goals towards mastery of numeral recognition
- Conduct formal assessments of K students in the fall to understand what students already know
- Systematically teach strategies to solve addition and subtraction problems
- Use daily lessons, formative assessments, and team PLC meetings to support student learning
- Communicate with families strategies to practice automatic recall of numerals 1 - 31 at home

Anticipated Evidence

- Weekly progress monitoring of reading foundational skills
- Weekly reading to practice using the skills
- Daily classwork
- Formative assessments
- Independent work
- Math talks - dialog
- Formal assessments - fall, winter, spring

1st Grade

Area of Focus

The First Grade Team is going to focus on decoding and comprehension skills in reading and delivering a guaranteed and viable math curriculum with differentiated small math groups.

Strategic Action

Reading Action Steps

- Daily phonics instruction to develop fluency for comprehension
- Focus on whole/small group oral language instruction & constructed response
- Send home decoding and comprehension strategies for parents to implement when reading with their child
- Parent Instruction through Book-in-the-Bag
- Guided Reading Groups
- PLC discussing students and needed strategies to close academic gap
- Collaborate with special education, Learning Support, and ELL teachers regarding assessment or curriculum adaptations for students who are not at benchmark standard

Math Action Steps

- Deliver our guaranteed and viable math curriculum
- Focus on content vocabulary and Math Talks
- Differentiate and slowly develop and implement guided math groups
- Integrating games and art into math

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Anticipated Evidence

Reading

- SWAT Team Assessments and periodic Mondo Benchmark Text Level Assessments
- Theme Constructed Responses
- Small group guided reading anecdotal notes

Math

- Unit tests/quizzes
- Reteaching anecdotal notes and assessments (from small math group work)
- Front row data and reports

2nd Grade

Area of Focus

The 2nd grade team will focus on reading comprehension and fluency, as well as oral language and phonics intervention.

Strategic Action

Reading Action Steps

- Conduct AIMSweb Plus fluency assessments - benchmark and progress monitoring
- Set up literacy rotations that reinforce ideas taught during whole group and small group instruction
- Instruct small groups 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 students below benchmark
- PLC discussing students and needed strategies to close academic gap

Anticipated Evidence

Reading

- AIMSweb Plus benchmark and progress monitoring
- Mondo Benchmark assessments
- Phonics and comprehension progress monitoring
- Anecdotal notes from whole and small reading groups
- Student work
- myON monitoring of comprehension

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3rd Grade
Area of Focus
The 3rd grade team is going to focus on reading fluency and comprehension with our students.
Strategic Action
Fluency Action Steps <ul style="list-style-type: none">● AIMSweb benchmark assessment and progress monitoring● Collaborate with Learning Support and Resource Room Comprehension Action Steps <ul style="list-style-type: none">● Guided Reading Groups● Collaborate with Learning Support and Resource Room● Guided and Independent constructed responses● Read Alouds, Shared Reading, Guided discussions
Anticipated Evidence
Fluency <ul style="list-style-type: none">● Fluency student created progress monitoring charts● PLC discussing students and needed strategies to close academic gap● Collaborate with special education, Learning Support, and ELL teachers regarding assessment or curriculum adaptations for students who are not at benchmark standard Comprehension <ul style="list-style-type: none">● Constructed responses, written responses, projects, anecdotal notes● Benchmark text level assessment scores● MyON data, Mondo, Freckle ELA● PLC discussing students and needed strategies to close academic gap● Collaborate with special education, Learning Support, and ELL teachers regarding assessment or curriculum adaptations for students who are not at benchmark standard

4th Grade
Area of Focus
ELA <ul style="list-style-type: none">● The fourth-grade team members will collaborate to establish and monitor student progress toward grade level reading comprehension goals. Math <ul style="list-style-type: none">● The 4th grade team will focus on mathematical reasoning as related to Common Core State Standards.
Strategic Action
ELA <ul style="list-style-type: none">● Fluency:<ul style="list-style-type: none">○ AIMSweb benchmark assessment and progress monitoring○ Independent reading

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- Comprehension:
 - Guided Reading Groups & Independent reading
 - Read alouds, shared reading
 - Phonics/word work
 - Small group intervention for instruction for targeted students
 - Reading Response Journals
 - PLC: collaboration and discussion targeting student needs

Math

- Deliver our guaranteed and viable math curriculum
- Focus on content vocabulary and Math Talks
- Differentiate and slowly develop and implement guided math groups
- Integrating games and art into math
- PLC: collaboration and discussion targeting student needs

Anticipated Evidence

ELA

- Mondo Guided reading notes
- Fall/Spring AIMSweb benchmarks
- Mondo Instructional text level
- Constructed response journals

Math

- SBAC
- End of Unit Tests
- Unit Quizzes
- Freckle benchmark assessments
- Math talks

5th Grade

Area of Focus

Reading:

The 5th grade team will focus on improving reading comprehension, fluency, and oral language for all students.

Math

The 5th grade team will focus on mathematical reasoning as related to Common Core State Standards.

Strategic Action

Math Action Steps

- Differentiated Instruction in Math through Paraprofessional, Math Enrichment, and Resource Teacher Support

Reading Action Steps

- Mondo large group lessons (Shared Reading and Read Aloud) and Constructed Responses
- Guided Reading Groups
- Reading Response Journals

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Anticipated Evidence
<p>Reading</p> <ul style="list-style-type: none"> ● SBAC ● MONDO Benchmark Levels ● Constructed Responses <p>Math</p> <ul style="list-style-type: none"> ● SBAC ● End of Unit Tests ● Unit Quizzes

Special Education
Area of Focus
We will increase our students' access to their grade level curriculum by one subject.
Strategic Action
<ul style="list-style-type: none"> ● Evaluate our students' current access to their grade-level curriculums. ● Collaborate with general education teachers to determine appropriate materials and learning topics. ● Collaboration with job-alike teams to learn techniques for adapting general education curriculum. ● Gather data indicating subjects that students have access to their general education curriculum.
Anticipated Evidence
<ul style="list-style-type: none"> ● Record instances of access to the general education curriculum. This access will be provided to the students in their general education classroom and/or special education settings. ● Review of data collected.

School-wide Strategic Actions & Anticipated Evidence for Goal One (School-wide)

Strategic Actions (What will we do as a staff to get there?)	Anticipated Progress Indicators, Artifacts & Evidence
1. Align teaching practices with district-adopted curricula, instructional frameworks, and best practices with emphasis on data-driven differentiation.	<p>Schedules identify classroom opportunities for small group, differentiated instruction.</p> <ul style="list-style-type: none"> ● <i>Routinely observable</i> small differentiated groups to address identified needs ● Peer observation data focused on differentiation practices and instructional frameworks
2. Utilize Instructional Coaches to support action steps #1-3.	<ul style="list-style-type: none"> ● Coaching schedules and agendas for trainings ● Coaches' feedback ● Coach project analysis

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<p>3. Align and address student growth goals with RTI, Tier 1 best practice through concentrated instruction (a systematic process of identifying essential knowledge and skills students must master to succeed, while addressing what to do when they don't learn)</p> <ul style="list-style-type: none">● Identify essential standards for particular growth area (endurance, leverage and bridges to next grade or level) _page 50 in RTI<ul style="list-style-type: none">○ Translate standards into learning targets○ Translate learning targets into student-friendly language● Create and utilize assessments to gauge mastery of essential standards	<ul style="list-style-type: none">● Grade level written essential standards for particular growth goal area (endurance, leverage and bridges to next grade or level) _page 50 in RTI<ul style="list-style-type: none">○ Learning Targets○ Student-friendly learning targets● Assessments to gauge mastery of essential standards<ul style="list-style-type: none">● Formal● Informal
<p>4. Create “push in “ special education opportunities to maximize grade-level, standards-based learning for sped. ed. students.</p>	<ul style="list-style-type: none">● Master schedule that affords “push-in” special education opportunities● One or more grade levels pilot a “push in” special education model● Partnering with University of Washington to support model

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Strategic Actions & Anticipated Evidence for Goal Two

Develop and implement an Elementary Multi-Tiered System of Support (MTSS) for Social Emotional and Behavioral Learning, thereby nurturing an inclusive, culturally responsive, and welcoming school community.

Grade-Level Plan to Support School-Wide Social Emotional Goal (Goal Two)

Kindergarten
Area of Focus
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
<p>We will use the Second Step Curriculum to guide our planning and teaching of these social and emotional skills required for students to be successful members of the classroom community.</p> <p>The Kindergarten team will take part in a book study to enhance learning of culturally responsive teaching methods.</p> <p>We will implement the above list and responded to our students’ unique experiences. For example, as students bring their interests and cultures to our classroom, we celebrate each other.</p> <p>We plan to visit Island House Retirement Center to sing songs to the residents - once near Veteran’s Day and once in the spring. We plan to welcome seniors from Al Joya to volunteer in our classrooms and read with students.</p>
Anticipated Evidence
We will use WA Kids data from the beginning of the school year, which provides evidence of where students are at socially and emotionally upon coming into Kindergarten. We will apply the same rubric in the Spring to assess student growth in these areas.

1st Grade
Area of Focus
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
<ul style="list-style-type: none"> ● Weekly Second Step & Mindfulness ● Curricular projects: social studies unit on “Families” and “Neighborhoods” ● Implementing SOAR and PBIS policies in the classroom and around the school ● Parent presenters to show real-life examples of diverse cultures ● Respect for culture through curriculum ● Scholastic News & Class Projects

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Anticipated Evidence

- More effective classroom management
- More instances of empathy
- SOAR Tickets
- Less referrals to the Front Office
- Mindfulness journals
- Diverse books in our libraries
- Classroom climate
- Behaviors at recess, lunch, and around school building
- Incorporation of second step vocabulary in students language
- Lesson Plans showing Second Step and Mindfulness Lessons

2nd Grade

Area of Focus

We will foster each student's ability to treat each other with respect and kindness by implementing Second Step, mindfulness, our culture unit and by implementing SOAR and PBIS policies.

Strategic Action

- Establish and implement classroom rules with a focus on empathy, kindness and respect
- The students will demonstrate empathy, kindness, and respect in the classroom. We will continue to encourage students to practice empathy, kindness, and respect on the playground
- We will share books about empathy, kindness, and respect, and anti-bullying in the classroom
- We will teach curriculum from Second Step and Mindfulness
- We will talk with the class whenever problems come up and have the class help solve the problems
- We will seek assistance with our school counselor to meet with our class or individual students as needs arise
- Students will receive SOAR tickets for positive reinforcement of desired behavior
- Weekly mindfulness practices
- Classroom meetings to reinforce practices taught in mindfulness and second step

Anticipated Evidence

- Students will use Second Step vocabulary and self-regulation strategies
- We will have anchor charts that correspond with Second Step lessons
- Mindfulness journals will be completed for each lesson
- Students will be more productive during their learning times
- There will be less referrals to the office for behavior
- Students will receive more SOAR tickets in and out of the classroom
- Teachers will observe students taking more initiative in solving classroom problems
- Students will have less anxiety

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3rd Grade
Area of Focus
We will foster each student’s ability to treat each other with respect and kindness by implementing Second Step, mindfulness, our culture and implementing SOAR and PBIS policies.
Strategic Action
<ul style="list-style-type: none">● Establish and implement classroom rules with a focus on empathy, kindness and respect● The students will demonstrate empathy, kindness, and respect in the classroom● We will continue to encourage students to practice empathy, kindness, and respect on the playground● We will share books about empathy, kindness, and respect, and anti-bullying in the classroom● We will teach curriculum from Second Step and Mindfulness● We will talk with the class whenever problems come up and have the class help solve the problems● We will seek assistance with our school counselor to meet with our class or individual students as needs arise● Students will receive SOAR tickets for positive reinforcement of desired behavior● Weekly mindfulness practices● Classroom meetings to reinforce practices taught in mindfulness and second step
Anticipated Evidence
<ul style="list-style-type: none">● Students will use Second Step vocabulary and self-regulation strategies● We will have anchor charts that correspond with Second Step lessons● Mindfulness journals will be completed for each lesson● Students will be more productive during their learning times● There will be less referrals to the office for behavior● Students will receive more SOAR tickets in and out of the classroom● Teachers will observe students taking more initiative in solving classroom problems
4th Grade
Area of Focus
The fourth-grade team strives to acknowledge the differing backgrounds, experiences and cultural aspects of students in our classroom and community at large to ensure that each student feels that they belong here through guest speakers, cultural activities, PBIS, and thoughtful application of the curriculum.
Strategic Action
<ul style="list-style-type: none">● Fostering positive student-teacher and student-student relationships is key to building trust and getting to know one another● Writing curriculum focus on “writing community”; being receptive to others ideas and offering constructive feedback; mentor texts reflect various cultures and increased dialogue around global community; expository reports focus on researching various countries● Mindfulness increases student awareness and ability to perceive the feelings of others● Promote buddy bench school-wide to encourage empathy towards others on playground● Fourth grade team is applying Second Step curriculum with great consistency

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Anticipated Evidence

- Students will use Second Step vocabulary and self-regulation strategies
- Mindfulness journals will be completed for each lesson
- Students will be more productive during their learning times
- Students will receive more SOAR tickets in and out of the classroom
- Teachers will observe students taking more initiative in solving classroom problems
- Students will have less anxiety
- More effective classroom management
- More instances of empathy
- Less referrals to the Front Office
- Diverse books in our libraries

5th Grade

Area of Focus

As a 5th grade team we will focus on social emotional learning and applying strategies to the school community.

Strategic Action

Explicit teaching and modeling of strategies through:

- Second Step
- Daily Mindfulness
- Habits of Mind
- Island Wood Team Building Activities
- PBIS
- Citizenship through class meetings

Anticipated Evidence

- Student and Classroom Teacher reflection on explicit strategies outlined in the Habits of Mind Rubric
- Student, Classroom Teacher, and Specialist teacher reflection on behavior grade on report card

Special Education

Area of Focus

We will increase our students' access to general education classroom and peers by 10% overall.

Strategic Action

- Evaluate our students' current time in general education classroom versus time spent in pull-out services
- Collaborate with general education teachers to determine appropriate push-in times
- Research and implement evidence-based inclusion practices
- Collaboration with job-alike teams to determine inclusion practices at other elementary schools in MISD
- Take data to determine effectiveness of inclusion practices at IP
- Educate general education students on learning differences and social support for peers
- Implement peer modeling program for PLP students at lunch, recess and OT/SLP social group

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Anticipated Evidence
<ul style="list-style-type: none"> • Total minutes that students are in the general education classroom converted to percentage • Total percentage will be based on overall caseload
Specialists
Area of Focus
<p>Assist in the development and implementation of an Elementary Multi-Tiered System of Support (MTSS) for Social Emotional and Behavioral Learning. Nurture an inclusive, culturally responsive, and welcoming school classrooms and community.</p>
Strategic Action
<p>PE</p> <ul style="list-style-type: none"> • Engage students in demonstrating compassion, teamwork, sportsmanship, respect and inclusiveness through EPEC curriculum lessons <p>Music</p> <ul style="list-style-type: none"> • Expose students to different cultures through songs (piano songs, recorder songs, African American History Month, Lunar New Year songs, etc.) • Broaden students' understanding, respect and enjoyment of the Japanese culture by learning the history of and experience with Taiko Drumming through a visiting artist-in-residence program <p>PE & Music Partnership</p> <ul style="list-style-type: none"> • Provide adaptive classes that allow students time to practice skills at an individualized instructional pace. These skills include expressive and receptive communication skills, social skills, academic skills, gross motor skills, kinesthetic awareness, improving attention span, sensory processing, and motor planning. The skills that are practiced can then be applied to the classroom as well as the playground <p>Spanish</p> <ul style="list-style-type: none"> • Explore the variety of Spanish speaking countries and offer insight to their traditions to increase students' appreciation, understanding, and empathy for other cultures <p>Library</p> <ul style="list-style-type: none"> • Develop a PLP curriculum that meets the diverse needs of our special needs students with multiple disabilities • Continue enhancing our library with diverse literature and expose students to it
Anticipated Evidence
<p>PE</p> <ul style="list-style-type: none"> • Word of the Week • Observe less conflicts and more good sportsmanship <p>Music</p> <ul style="list-style-type: none"> • Observe students learning about various cultures through enjoyment of various performances (singing, dance, and instruments) <p>Spanish</p> <ul style="list-style-type: none"> • Student projects <p>Library</p> <ul style="list-style-type: none"> • Adaptive library participants will independently choose a book they enjoy reading

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Strategic Actions & Anticipated Evidence for Goal Two (School-wide)

Strategic Actions	Anticipated Progress Indicators, Artifacts & Evidence
<p>1. Ensure implementation of the district-adopted curricula as the guaranteed and viable curriculum for all students (Universal/Tier 1)</p>	<ul style="list-style-type: none"> ● Teachers utilize the components and structures of the curricula routinely and faithfully during daily instruction. ● Tangible lesson plans that incorporate curriculum elements. ● Routinely observable curricula structures and practices. ● Schedules identify classroom opportunities for small group, differentiated instruction. ● <i>Routinely observable</i> small differentiated groups to address identified needs.
<p>2. Use common assessments to monitor learning throughout the year and provide targeted instruction in the classroom through small group structures.</p>	<ul style="list-style-type: none"> ● PLC agendas and records show implementation and analysis of common assessments to foster analysis of student learning and teacher practice. ● Student data. ● Schedules identify classroom opportunities for small group, differentiated instruction. ● <i>Routinely observable</i> small differentiated groups to address identified needs.
<p>3. Engage staff in professional development about Social Emotional Learning curriculum, Positive Behavior Intervention Support System elements, MTSS Behavior Intervention Pathway, and Proactive classroom management strategies.</p>	<ul style="list-style-type: none"> ● Elements of PBIS, MTSS Behavior Pathways can be seen as evidenced by: observations, use of tools/forms, participation in MTSS Pathways, posted classroom expectations ● Professional Development schedule and attendance logs September 12--Second Step Training (Part I) December 5--Second Step Training (Part II)
<p>4. Develop and adjust PBIS, MTSS, and Curriculum tools to support effective implementation school-wide.</p>	<ul style="list-style-type: none"> ● Elements of PBIS, MTSS Behavior Pathways can be seen as evidenced by: observations, use of tools/forms, participation in MTSS Pathways, posted classroom and common space expectations ● Student Study Team schedule and records
<p>5. Ensure teachers deliver a guaranteed and viable Social Emotional Learning curriculum for all students (Universal/Tier 1 Instruction) and implement school-wide PBIS rules and expectations.</p>	<ul style="list-style-type: none"> ● Teachers utilize the components of the adopted curricula <i>routinely</i> and <i>faithfully</i> in alignment with the curriculum map. ● Tangible lesson plans indicate implementation ● School-wide orientation and reteaching of expectations for common spaces ● SEL data indicating completion of curriculum units ● <i>Routinely observable</i> use of school-wide PBIS expectations and language by both certificated and classified staff
<p>6. Develop and implement data collection tools and systems.</p>	<ul style="list-style-type: none"> ● Behavior incident forms and data (SWIS) ● PLC data analysis protocols and records ● Observational forms and surveys ● Intervention forms and data