

Port Angeles School District
Dry Creek Elementary School



School Improvement Plan
2018 – 2019

Component One – Needs Assessment

Guiding Questions:

- How does our needs assessment integrate current school year quantitative and qualitative data?
- How does your needs assessment give an accurate and thorough view of the entire school?
- What subjects, grade levels, and programs are the strongest and weakest?
- How does the school focus on the academic progress of English language learners?
- To what extent are discipline issues impacting students?
- What is the level of family and the community support at the school?
- What does the data say about the success of students transitioning into and out of your school? Examples: Elementary schools should look at WAKids, middle schools at 6th grade attendance and behavior data, high schools at 9th grade course completion.
- How have you identified any areas of concern from the following within your needs assessment: Family Engagement, Transitions Between Grades and/or Schools; Technology; Professional Development; Schoolwide Tiered Models of Instruction; Behavior and Discipline; Well Rounded Education; Secondary Education Program Needs

Component Two – Schoolwide Reform Strategies

Guiding Questions:

Does the plan's schoolwide reform:

- Consider a well-rounded education ESSA Section: 8102(52). What about literacy, science, government, engineering, the arts, and mathematics?
- Improve transitions between grades and/or schools?
- Enrich and accelerate curriculum?
- Provide opportunities for students both ahead of and behind grade level?
- Include specific ways in which the school will reach each level of reform? Did you address staffing plans and hires, professional development strategies, and schoolwide goals?
- Outline the strategies that you will use to improve academics for all students? Did you outline how you will increase the amount and quality of learning using specific programs, activities, and courses?
- If your school is continuing as a priority or focus school in 2018-19, how do your strategies incorporate the 7 turn around principles?

Component Three – Activities to Ensure Mastery

Guiding Questions:

- How does the plan support the most at-risk students in the school?
- What strategies and programs will we use to help at-risk students remain or get back on track?
- What is the district doing to help students in danger of dropping out or falling behind on mastery of a key skill?
- What is the school doing to help students' academic and non-academic needs?
- Does the plan ensure the school meets students' academic and non-academic needs?
- Does the plan incorporate a wide range of strategies, programs and activities, including:
 - Counseling and mental health support
 - College and career readiness
 - Tiered behavioral support
 - AP & International Baccalaureate courses
 - Preschool transition support
 - Professional development for staff
 - Intensive academic support to students

Component Four – Coordination and Integration

Guiding Questions:

- How will the school leverage allowable combined funds to improve the schoolwide plan?
- How will it make the most of available staff at the school and district to maximize the positive impact of the plan?
- How does the plan combine funds to connect the reform strategies developed?
- Does the plan outline how the school will combine funds, and how the school will meet the intents and purposes of each program?
- Does the plan outline how funds from Title I, Part A and other federal education programs will be used to help the school meet the statutory requirements of the programs?
- Does the plan include the total amount of funds for each program?
- If a priority/focus school:
 - Does the plan include school improvement funds?
 - How are schoolwide funds being leveraged to support school improvement efforts?

SBA & MSP DATA

Color Key
Above State Avg.
At, or Near, State Avg.
Below State Avg.

Third Grade

Analysis Tool/ Measurement Device	SBA 2017	State 2017	SBA 2018	State 2018	Analysis Tool/ Measurement Device	SBA 2017	State 2017	SBA 2018	State 2018
Reading/ELA % at each level					Math % at each level				
Level 1	33.3	23.8	23	22	Level 1	24	19.9	16	21
Level 2	18.5	21.7	26	22	Level 2	22.2	20.4	19	21
Level 3	35.1	22.7	33	24	Level 3	37	29.4	35	29
Level 4	12.9	29.5	19	32	Level 4	16.6	28.1	30	29
% meeting standard	48	52.6	51	56	% meeting standard	53.7	57.8	65	58
% not meeting	51.8	47.3	49	44	% not meeting	46.2	42.1	35	42

SBA & MSP DATA

Color Key
Above State Avg.
At, or Near, State Avg.
Below State Avg.

Fourth Grade

Analysis Tool/ Measurement Device	SBA 2017	State 2017	SBA 2018	State 2018	Analysis Tool/ Measurement Device	SBA 2017	State 2017	SBA 2018	State 2018
Reading/ELA % at each level					Math % at each level				
Level 1	42	25.2	30	25	Level 1	21	17.3	36	19
Level 2	16	17.7	30	18	Level 2	35	26.5	33	27
Level 3	33	24	20	24	Level 3	37	27.7	25	28
Level 4	9	30.7	20	34	Level 4	7	26.2	4	27
% meeting standard	42	55.2	39	58	% meeting standard	44	54.3	29	54
% not meeting	58	44.7	61	42	% not meeting	56	45.6	71	46

SBA & MSP DATA

Color Key
Above State Avg.
At, or Near, State Avg.
Below State Avg.

Fifth Grade

Analysis Tool/ Measurement Device	SBA 2017	State 2017	SBA 2018	State 2018	Analysis Tool/ Measurement Device	SBA 2017	State 2017	SBA 2018	State 2018
Reading/ELA % at each level					Math % at each level				
Level 1	42.1	21.9	29	22	Level 1	42.1	25	31	26
Level 2	17.5	17.7	26	18	Level 2	22.8	24.6	26	25
Level 3	21	31	31	32	Level 3	19.2	19.5	29	20
Level 4	17.5	27.2	14	28	Level 4	14.0	28.8	14	29
% meeting standard	38.5	58.6	45	60	% meeting standard	33.3	48.6	43	49
% not meeting	61.4	41.3	55	40	% not meeting	66.6	51.3	57	51

Analysis Tool/ Measurement Device	SBA 2017	State 2017	SBA 2018	State 2018
Science % at each level				
Level 1	24.5	15.7	23	23
Level 2	12.2	18.8	36	21
Level 3	36.8	29.7	31	37
Level 4	22.8	33.2	10	19
% meeting standard	59.6	63.4	41	56
% not meeting	40.3	36.5	59	44

SBA & MSP DATA

Color Key
Above State Avg.
At, or Near, State Avg.
Below State Avg.

Sixth Grade

Analysis Tool/ Measurement Device	SBA 2017	State 2017	SBA 2018	State 2018	Analysis Tool/ Measurement Device	SBA 2017	State 2017	SBA 2018	State 2018
Reading/ELA % at each level					Math % at each level				
Level 1	21.5	19.2	35	20	Level 1	27.4	23.9	48	25
Level 2	37.2	23.4	28	23	Level 2	50.9	25.9	26	27
Level 3	37.2	34.2	32	35	Level 3	11.7	21.9	18	22
Level 4	3.9	20.7	5	22	Level 4	9.8	25.9	8	27
% meeting standard	41.1	55.5	37	57	% meeting standard	21.5	48.2	26	45
% not meeting	58.8	44.4	63	43	% not meeting	78.4	51.7	74	55

Needs Assessments Implications:

- According to the research, if 80% of students are not successfully at standard through tier one universal supports then we must focus on CORE instruction. Our CORE instruction is not working at capacity so we will be strengthening our CORE instruction in mathematics and ELA
- Our data shows that we need to revise and strengthen our universal core instruction, tier-one universal supports within a PBIS Framework
- Our data trend shows that we take a dip in SBA data in fourth-grade then rise again in fifth-grade and decrease again in sixth-grade
- Our data trend shows that our universal classroom supports for social emotional learning are not consistent across grade levels and classrooms
- Our data shows that our chronic absenteeism is highest in the two grade levels with the highest referrals and the lowest academic success
- Our data shows our community and families are unaware of our school improvement plan and goals
- Our data shows that our students identified as IDEA, students who are economically-disadvantaged and our Native American Students are underserved.

SBA & MSP DISAGGREGATION DATA

Directions: Enter the percentage of students meeting and exceeding standard for each of the sub-groups with n>10. **If <10, enter an asterisk (*).**

Sub-Groups	GRADE 3 ELA						GRADE 3 MATH					
	SBA 2017	State 2017	DC vs State	SBA 2018	State 2018	DC vs State	SBA 2017	State 2017	DC vs State	SBA 2018	State 2018	DC vs State
Male	50	49	+1	33	52	-19	46.1	58.6	-12.5	67	59	+8
Female	46.4	56.4	-10	74	60	+14	60.7	56.9	+3.8	63	57	+6
Low Income	41.8	35.6	+6.2	42	39	+3	51.1	42.1	+9.0	62	42	+20
Special Ed	*	24.7		0	27	-27	*	28.4		50	30	+20

Sub-Groups	GRADE 4 ELA						GRADE 4 MATH					
	SBA 2017	State 2017	DC vs State	SBA 2018	State 2018	DC vs State	SBA 2017	State 2017	DC vs State	SBA 2018	State 2018	DC vs State
Male	40.9	51.5	-10.6	33	55	-22	40.0	55.8	-15.8	27	56	-19
Female	*	59		45	61	-16	*	52.8		31	53	-22
Low Income	36.6	37.9	-1.3	37	41	-4	36.6	38	-1.2	28	38	-10
Special Ed	*	22.7		33	22	+11	*	24		0	21	-21

Sub-Groups	GRADE 5 SCIENCE					
	MSP 2017	State 2017	DC vs State	MSP 2018	State 2018	DC vs State
Male	56.2	62.2	-6.0	42	55	-13
Female	64.0	64.5	-0.5	45	54	-9
Low Income	54.0	46.5	+7.5	32	38	-6
Special Ed	*	32.6		-	23	

SBA & MSP DISAGGREGATION DATA

Directions: Enter the percentage of students meeting and exceeding standard for each of the sub-groups with n>10. **If <10, enter an asterisk (*).**

Sub-Groups	GRADE 5 ELA							GRADE 5 MATH						
	SBA 2017	State 2017	DC vs State	SBA 2018	State 2018	DC vs State		SBA 2017	State 2017	DC vs State	SBA 2018	State 2018	DC vs State	
Male	28.1	53.6	-25.5	42	55	-13		21.8	49.9	-28.1	37	50	-13	
Female	52.0	63.8	-11.8	48	65	-17		48.0	47.2	-.7	48	48	0	
Low Income	29.7	41.2	-11.5	32	43	-11		24.3	31.1	-6.8	32	32	0	
Special Ed	*	22.2		0	20	-20		*	17.5		0	20	-20	

Sub-Groups	GRADE 6 ELA							GRADE 6 MATH						
	SBA 2017	State 2017	DC vs State	SBA 2018	State 2018	DC vs State		SBA 2017	State 2017	DC vs State	SBA 2018	State 2018	DC vs State	
Male	38.4	49.8	-11.4	24	51	-27		26.9	47.7	-20.8	21	48	-27	
Female	44.0	61.5	-17.5	52	62	-10		16.0	49.4	-33.4	33	50	-17	
Low Income	31.4	37.4	-6.0	25	39	-14		14.2	30.3	-16.1	21	31	-10	
Special Ed	*	18.2		17	14	+3		*	13.9		0	11	-11	

Needs Assessments Implications:

ELA

- In all grades females outperform males- IN third-grade by 41% and 28% in 6th grade
- We outperformed the state in third grade females and students identified by IDEA in third and sixth grades
- Our low incomes students underperformed in all grades except third grad

Math

- In 3rd grade- all categorical desegregated data is higher than the state scores.
- In fifth-grade, our males and students identified as IDEA met state scores
- In 4th and 6th grade we were below the state proficiency levels in all desegregated data categories
- In 4th - 6th grade, females outperformed males

Analysis Tool/ Measurement Device	Data Analysis – Internal Accountability System Data Results for 2017-18						Data Analysis – Internal Accountability System Data Results For 2018-19					
	ELA						ELA					
# of Students that met standard and % for ALL Grades	Grade	Fall 7/9	Winter 16/26	Spring 26/26	Writing District Benchmark	**Kinder Only Blend/Site Words	GRADE	Fall 7/9	Winter 16/26	Spring 26/26	Writing District Benchmark	**Kinder Only Blend/Site Words
**Kindergarten: Sounds / Standards - Fall Winter Spring - Blend/Site Words						**Kindergarten: Sounds / Standards - Fall Winter Spring - Blend/Site Words						
	K	/	/	/	/	/	K	/	/	/	/	/
		15%	77%	85%								
Grade 1 DRA	1	/	/	/	/	/	1	/	/	/	/	/
		22%	54%	76%								
Grade 2 DIBELS	2	/	/	/	/	/	2	/	/	/	/	/
		42%	67%	69%								
Grade 2 STAR	2	/	/	/	/	/	2	/	/	/	/	/
		/	/	/	/	/						
Grade 3 – 6 MAP	3	/	/	/	/	/	3	/	/	/	/	/
		45%	41%									
	4	/	/	/	/	/	4	/	/	/	/	/
		52%	46%									
	5	/	/	/	/	/	5	/	/	/	/	/
		43%	46%									
	6	/	/	/	/	/	6	/	/	/	/	/
		39%	58.6%									
Math						Math						
	Grade	Fall	Winter	Spring			Grade	Fall	Winter	Spring		
NWEA MAP or Curriculum Benchmark Tests District Bench- marks Fall, Winter, Spring	K	n/a	/	/	/	/	K	/	/	/	/	/
			81%	80%								
	1	n/a	/	/	/	/	1	/	/	/	/	/
			61%	76%								
	2	n/a	/	/	/	/	2	/	/	/	/	/
			58%	80%								
	3	/	/	/	/	/	3	/	/	/	/	SBA
	56%	48%	67%									
4	/	/	/	/	/	4	/	/	/	/	SBA	
	54%	34%	29%									
5	/	/	/	/	/	5	/	/	/	/	SBA	
	43%	36%	54%									
6	/	/	/	/	/	6	/	/	/	/	SBA	
	43%	28%	29%									

INTERNAL ACCOUNTABILITY SYSTEM DATA

Directions: Please enter grade-level appropriate data in the space provided.

Summary Student Internal Accountability System Demographic Data													
Internal Assessment Results for 2017-18 (EOY)						Internal Assessment Results for 2018-19							
Grade	Unexcused Absences	Avg. Daily Attendance	Suspensions		Expulsions	Court Petitions	Grade	Unexcused Absences	Avg. Daily Attendance	Suspensions		Expulsions	Court Petitions
			Short-Term	Long-Term						Short-Term	Long-Term		
K	85	92.43	6	0	0	2	K						
1	127.5	93.2	24	0	0	4	1						
2	73	92.3	3	0	0	6	2						
3	43	94.88	6	0	0	2	3						
4	157.5	92	17	0	0	3	4						
5	72	93.3	4	0	0	2	5						
6	71.5	93.55	21	0	0	0	6						

Summary of Student Support Services 2017-18 (EOY)				
Grade	Special Education (not speech)	Homeless Number of Homeless Students McKinney Vento	504	Student Assistance Team (SAT)
K	3	1	0	5
1	2	4	1	8
2	3	4	0	10
3	2	1	0	2
4	4	2	3	2
5	5	0	0	1
6	5	1	3	4
	24	13	7	32

DEMOGRAPHIC SCHOOL DATA

Directions: Fill in the blanks with the data sources given below. Only use data sources relevant to your school’s grade levels and that which will assist you in focusing your plan.

Data Source	Information Provided By Data	Summary 2017-18 EOY	
Attendance Report	Percent of students present per day (2017-18).	93.09%	
Unexcused Absences	Total number of absences not excused (2017-18).	1.060%	
Discipline Report	Summary of discipline activity for the building (2017-18).	Drugs/Alcohol: 0 Tobacco: 0 Weapons: 3 Fighting/Assaults: 129	Court Petitions: 17 Expulsions: 0 Short-term Suspensions: 76 Long-term Suspensions: 0
Free/Reduced Lunch Report	Percent of students where family income is below federally established poverty level (2017-18).	69.1%	
Gender Report	Number of male and female students as reported by the 2017-18 OSPI School Report Card	Males: 46.9% Females: 53.1%	
Ethnicity Report	Percent of students by ethnic groups as reported by the 2017-18 OSPI School Report Card	American Indian or Alaskan Native: 21.9% Asian or Pacific Islander: 0.3% Two or more races: 17.5% Hispanic: 8.5% White: 50.3	
Staff Report	Staff demographic data as reported in the 2017-18 OSPI School Report Card	Gen/Ed Classroom Teachers: Overall Ratio:	Average Years of Exp: Percent ≥ a Master’s Degree:

Summary of 2017-18 Attendance:

- 25.07% of our total students had chronic absenteeism missing school more than 10% of the school year days.
- We had 629.5 unexcused absences with 157.5 in fourth-grade and 127.5 in first-grade. Third-grade had the best rate of 43 unexcused absents.
- The average daily attendance was 93.09%- with the lowest being in fourth-grade at 92% and the highest in third-grade at 94.88%

AREAS OF STRENGTH AND CONCERN

AREAS OF STRENGTH	AREAS OF CONCERN
<p>Math</p> <ul style="list-style-type: none"> • Third-Grade students were 65% proficient on spring math SBA, outperforming the state average by 7% and 2016-2017 by over 11% • Third Grade students showed 17.7% growth in MAPS data- • Fifth Grade increased 9.7 percentage points in proficient scores from 2016-2017 to 2017-2018 increasing from 33.3% to 43% • Sixth Grade increased 4.5 percentage points in proficient scores from 2016-2017 to 2017-2018 increasing from 21.5% to 26% • We are at, near or above state in level 3 performances in math and ELA in third, fifth and sixth grades <p>ELA</p> <ul style="list-style-type: none"> • Third Grade increased 2.9 percentage points in proficient scores from 2016-2017 to 2017-2018 increasing from 48.1% to 51% -Third Grade students showed 12.8% growth in ELA on fall to spring MAPS data- • Fifth Grade increased 6.5 percentage points in proficient scores from 2016-2017 to 2017-2018 increasing from 38.5% to 45% • We are at, near or above state in level 3 performances in ELA in third, fifth and sixth grades <p>Social Emotional</p> <ul style="list-style-type: none"> • We surpassed all of our CEE culture and climate goals • Staff have begun to employ brain-based discipline including morning meetings and restorative practices. 	<p>Math</p> <ul style="list-style-type: none"> • Fourth-Grade students decreased by 15% from 2016-2017- This is the second cohort to lose ground in fourth-grade and increase again in fifth-grade • 18/19 students with an Individualized Education Plan were not proficient on the spring SBA in grades 3rd-6th • 37/47 Native American Students were not proficient on the spring SBA in grades 3rd-6th <p>ELA</p> <ul style="list-style-type: none"> • 16/19 students with an Individualized Education Plan were not proficient on the spring SBA in grades 3rd-6th • 38/47 Native American Students were not proficient on the spring SBA in grades 3rd-6th • Fourth and Sixth Grade showed a decrease in overall proficiency rates • We did not meet state level of proficiency in any grade leve <p>Social Emotional</p> <ul style="list-style-type: none"> • During the 2017-2018 school year, 1,189 referral were written. Fifth percent of the total referrals were for disruption (217) and defiance (204). 41.6% of all referrals occurred on the playground. • Thirty-five percent of the total referrals were for disruption (217) and defiance (204). • Second and Fifth Grade Cohorts need to more SEL support and instruction in self-regulation <p>Attendance:</p> <ul style="list-style-type: none"> • In 2017-2018 students who missed 18+ days of school decreased from 26.3% to 25.07 - a small decrease of 1.23

ACTION PLAN

Strategic Plan Focus Area 1 & 2: Powerful Teaching & Learning

Goal 1: All students will graduate college, career, and life ready, with 21st century skills which include creativity, innovation, critical thinking, problem solving, communication, collaboration, and strong informational and media literacy.

Goal 2: All staff model and teach 21st century knowledge and skills to improve rigorous student learning in a complex, ever-changing and inter-connected world.

Dry Creek ELA	<p>Smart Goal: 80% of our students in grades K-6th will make or exceed typical growth in MAPS ELA data from Fall 2018 to Spring 2019 and the following SBA proficiency levels will be met based on cohort data-</p> <ul style="list-style-type: none"> • Third Grade- 65% (30/46) • Fourth Grade- 66% (28/43) - 15 point increase • Fifth Grade - 54% (30/56) - 15 point increase • Sixth Grade- 60% (25/42) - 15 point increase 			
Targets	Strategies	Activities to Ensure Mastery	Yes	Completed/Date
All School:	<p>Multi-Tiered Systems of Support in literacy instruction-</p> <p>Master Schedule - Streamlines 90 Minute Core Blocks with blended services</p> <p>Vertically aligned assessment system k-6 (MAP) including universal screener and diagnostic progress monitoring.</p>	<p>Bi-monthly data meetings with SPED, RTI instructors and para-educators and grade level teachers</p> <p>Push in support during second half of core k-5 and additional Pull-Out RTI Tier 2-3 support</p> <p>Streamlined assessment data- universal screeners (MAP) K-6 as well as, diagnostic running records and WTW for ongoing progress monitoring and data dialogue</p>	<input type="checkbox"/>	

<p>Target One: Our fifth-grade cohort will increase their overall SBA proficiency levels and will make or exceed MAPS growth data from fall 2018 to spring 2019</p>	<p>Balanced Literacy Approach to ELA delivery</p>	<p>2/3 educators trained in GLAD strategies</p> <p>All staff book study on Who's Doing the Work</p> <p>Running Record and WTW Progress Monitoring</p> <p>Daily RTI and push-in support for this cohort</p>	<p><input type="checkbox"/></p>	
<p>Target Two: Our Primary k-2 Learners will increase proficiency levels in literacy as measured by MAPS assessment Fall 2018 - Spring 2019</p>	<p>Balanced Literacy Approach for CORE instruction</p>	<p>7/9 teachers using Daily Five to increase independence and balanced literacy effectiveness</p> <p>MAPS will be used this year in ALL grade levels as a benchmark assessment</p> <p>Push in support during core instruction and RTI pull out support for additional time</p>	<p><input type="checkbox"/></p>	

<p>Target Three. Our students identified as IDEA will make or exceed typical growth on MAPS assessment grades K-6</p>	<p>Professional Development</p>	<p>All students receive 45 minute uninterrupted CORE grade level instruction and an additional 45 minutes of differentiated instruction during the 90 minute core instruction block ELA.</p> <p>Additional 40 minute intervention delivered in pull-out in addition to 90 minute core block- ELA</p> <p>All para-educators, teaching staff and Interventionists trained in Running Records implementation and diagnostics to inform instruction</p> <p>Bi-Monthly data dialogues based on running record information</p> <p>Flexible and dynamic groupings based on diagnostic data</p> <p>Whole school book study on Who is Doing the Work</p>		
--	---------------------------------	---	--	--

ACTION PLAN

Strategic Plan Focus Area 1 & 2: Powerful Teaching & Learning

Goal 1: All students will graduate college, career, and life ready, with 21st century skills which include creativity, innovation, critical thinking, problem solving, communication, collaboration, and strong informational and media literacy.

Goal 2: All staff model and teach 21st century knowledge and skills to improve rigorous student learning in a complex, ever-changing and inter-connected world.

Dry Creek Math	<p>Smart Goal: 80% of our students in grades K-6th will make or exceed typical growth in MAPS Math data from Fall 2018 to Spring 2019 and the following SBA proficiency levels will be met based on cohort data-</p> <ul style="list-style-type: none"> • Third Grade- 65% (32/46) - 70% • Fourth Grade- 75% (32/43) - 10 point increase • Fifth Grade - 59% (33/56) - 20 point increase • Sixth Grade- 58% (24/42) - 15 point increase 			
Targets	Strategies	Activities to Ensure Mastery	Yes	Completed/Date
All School:	Professional Learning Community Work	<p>Tuesday grade level meetings with Interventionists and grade level teams focusing by student, by standard</p> <p>Essential Standards for Modules</p> <p>Half Day Guest Teacher every 4-8 weeks for Prepping and Customization Work</p> <p>Core Instructional Blocks for grade level instruction- ALL kids</p>		

<p>Target 1. 80% of all students K-6th will master on the essential standards as determined by PLC teams on the end of the module Eureka Assessments</p>	<p>Professional Learning Community Work</p>	<p>Tuesday grade level meetings with Interventionists and grade level teams focusing by student, by standard</p> <p>Essential Standards for Modules</p> <p>Half Day Guest Teacher every 4-8 weeks for Prepping and Customization Work</p> <p>Core Instructional Blocks for grade level instruction- ALL kids</p>	<p><input type="checkbox"/></p>	
<p>Target 2 Our students identified as IDEA will make or exceed typical growth on MAPS assessment grades k-6</p>	<p>Master Schedule Changes</p>	<p>Core instructional Blocks streamlines for all grade levels-</p> <p>Blended Push-In Support for 30-40 minutes in all grade levels in grade level support to increase core success based on timely formative assessments</p> <p>Thirty daily minutes of interventionist and para-educator collaboration looking at data and determining strategic targeted support during push-in time.</p> <p>WIN- additional intensive and strategic support to fill holes from previous years of instruction - 2 -4 times a week</p> <p>Nested Goals- Principal- CSIP- Grade Level- Classroom- Sub-group</p>	<p><input type="checkbox"/></p>	

ACTION PLAN

Strategic Plan Focus Area 2: District Culture

Goal 1: Promote a safe, healthy, affirming, and welcoming learning environment.
Goal 2: Celebrate success through broad-based, varied media.

Dry Creek Goal 1	Smart Goal: SWIS discipline data will indicate at least a 50% decrease in referrals given for defiance and disruption bringing disruption referrals down to 109 or less and defiance referrals from 102 or less. Playground Referrals will decrease by 50% bringing the total of referrals from 436 to 218			
Targets	Strategies	Activities to Ensure Mastery	Yes	Completed/Date
Action Item 2: Establish a positive behavior intervention program in all schools.	Strengthen Tier One Universal Supports -	Revise Classroom Matrix for non-negotiable School-wide Zero Noise Signal Revise and progress monitor hallway behavior and recess behavior Determine and streamline kindness expectations throughout campus	<input type="checkbox"/>	
*This section includes Strategic Plan Focus Area 1 – Goal 3.				

<p>Target Reduce referrals overall-lowering the referrals at recess from 41.6% to less than 20% and lowering the 36% of all referrals for defiance and disruption to less than 15% of referrals</p>	<p>Professional Development for all Staff in Brain Based Discipline focusing on safety, belonging and significance</p> <p>Master Schedule Change-</p>	<p>Create a shared Mission and Vision with entire staff Sound Discipline two-day All Staff PD on brain and discipline focusing on Compassionate Schools Principles</p> <p>Lunch with teachers Alternate Spaces for safety and belonging</p>	<input type="checkbox"/>	
<p>*Social/Emotional Implement WA State SEL standards and benchmarks into core instruction system-wide</p>	<p>SEL curriculum implemented for CORE instruction</p> <p>Development of System-wide tier two and three instructional support</p>	<p>Morning meetings- Responsive Classroom- implemented in ALL classrooms each morning</p> <p>Cohorts of 2nd/5th grades (based on referral data additional Instruction in SEL-</p> <p>School-wide introduction to Zones of Regulation</p> <p>Calming Center for 1:1 self-regulation instruction</p> <p>Calming Corners in each learning space for transfer of skills</p> <p>Small-group instruction based on needs</p>	<input type="checkbox"/>	

ACTION PLAN

Strategic Plan Focus Area 3: Family & Community Engagement

Goal 1: Create and promote a system that facilitates open and accessible communication between family, staff, students, and community.

Dry Creek Goal 1	Smart Goal: We will reduce the number of students who miss 18 or more days of school by 5.07 % or more with an average daily attendance rate of 95% or higher during the 2018-19 school year.			
Targets	Strategies	Activities to Ensure Mastery	Yes	Completed/Date
Attendance	H.E.R.O program Focus on students with chronic absenteeism	Classroom community incentive with extra recess HERO awards monthly and at trimester during assembly Attendance committee makes additional phone calls Wellness Home Visits made to students not at school Assign a 10X2 mentor to student for positive relationship building on present days Transport students to PAHS for healthcare	<input type="checkbox"/>	

<p>Communication</p> <p>We will increase percentage of families on survey (CEE replacement) that know our overall goals and strategic plan</p>	<p>Classroom DOJO used in 50% of Classrooms</p> <p>Sharing the positive work</p> <p>Presence at Community Events</p> <p>Increasing volunteers and presence in schools</p> <p>Creation of Place-Based Units of study in collaboration with LEKT for 4th-5th grades</p>	<p>4:1 ratio for positive interactions with families</p> <p>Monthly Newsletter from Principal/Counselor/Dean and Native American Interventionist</p> <p>Social media Presence on Facebook increasing our posts to include the work being done</p> <p>Afterschool program at LEKT- staff members stopping in and building relationships off campus</p> <p>WatchDOGS like program at recess</p> <p>Field Trips</p> <p>LEKT cultural activities at recess in library</p> <p>Continuation of third-grade work- Guest Teachers for 4th and 5th to collaborate with LEKT</p>	<p><input type="checkbox"/></p>	
---	---	--	---------------------------------	--

NUTRITION AND PHYSICAL ACTIVITY POLICY #6700

Directions: Each school will report their physical education plan biennially to the Board through their CSIP (Continuous School Improvement Plan), documenting their planned use of the recommended 100 instructional minutes of physical education.

Activities	Start/End Dates	Persons Responsible	Completed	
			Yes	Comments
Students in Kindergarten will receive 30 minutes of Physical Education 2-3 times per three weeks (there is no state recommendation for 100 instructional minutes for Kindergarten).	September 2018-June 2019	Ms. Dynes	<input type="checkbox"/>	
Students in grades 1 st -6 th will receive 200-240 minutes of Physical Education per three week cycle, plus at least 30 minutes of additional activity per day	September 2018-June 2019	Ms. Dynes All Staff-Recess	<input type="checkbox"/>	
Brain Gym and Mindfulness and physical activities will be utilized by classroom teachers at appropriate times in the classroom. Grades K-3 rd 40 min per week Grades 4 th -6 th 20 min per week	September 2018-June 2019	All Staff	<input type="checkbox"/>	
Dry Creek will utilize <i>Fitness for Life Curriculum</i> , and will plan and organize Special School Events.	September 2018-June 2019	Ms. Dynes All Staff	<input type="checkbox"/>	

CHARACTERISTICS OF HIGH PERFORMING SCHOOLS

✓ Data Source: Center for Educational Effectiveness **STAFF** Survey

Directions: Under the sub-categories for the characteristics of high performing schools, locate the percentage of *staff* that indicated support for the following categories:

Category	2012	2013	2014	2015	2016	2017
Clear & Shared Focus	77%	78%	85%	*	56%	97%
Effective School Leadership	74%	76%	82%	*	63%	92%
High Standards & Expectations	54%	68%	88%	*	77%	96%
High Levels of Collaboration and Communication	73%	68%	84%	*	62%	94%
Supportive Learning Environment	82%	81%	90%	*	78%	92%
Frequent Monitoring of Teaching and Learning	58%	58%	77%	*	60%	92%
Focused Professional Development	54%	55%	74%	*	73%	91%
Curriculum, Instruction, and Assessment Aligned with Standards	66%	70%	79%	*	70%	92%
High Levels of Community & Parent Involvement	76%	78%	87%	*	68%	90%
Staff Willingness to Change	90%	61%		*		

CHARACTERISTICS OF HIGH PERFORMING SCHOOLS

✓ Data Source: Center for Educational Effectiveness **PARENTS** Survey

Directions: Under the sub-categories for the characteristics of high performing schools, locate the percentage of *parents* that indicated support for the following categories:

Category	*2013	2014	2015	2016	2017
Clear & Shared Focus	77%	74%			89%
Effective School Leadership	74%				94%
Frequent Monitoring of Teaching and Learning	75%				89%
High Standards & Expectations	85%				94%
High Levels of Collaboration and Communication	72%				90%
High Levels of Community & Parent Involvement	75%				90%
Supportive Learning Environment	80%				91%

STUDENT TUTORIAL/ENRICHMENT STRATEGIES SUMMARY

Using strategies as outlined in OSPI LAP Strengthening Student Outcomes for math, ELA and Behavior

Math

Core instructional blocks are aligned for all grade levels providing grade level instruction to **ALL** students for the first 45 minutes and differentiated core instruction for the second block.

Gen. ed/Sped collaboration on determining essential standards and sharing instructional strategies

Blended push-in services for all grade levels during the second half of the Core Block

Thirty-Minutes of shared targeted planning for all intervention team each day- (During home room morning meeting)

K-6 aligned universal screener and benchmark assessments with diagnostic and progress monitoring using common formative assessments.

WIN (What I Need time for Tier 2 and 3 additional support) 2-4 times a week

Tuesday Early Release time for PLC work answering the four questions by student-by standard

ELA

Core instructional blocks are aligned for all grade levels providing grade level instruction to **ALL** students for the first 45 minutes and differentiated core instruction for the second block.

Running Record diagnostic data for all students K-2 and for students not at standard on universal screener for grades 3-6

Shared Reading instruction for ALL students during CORE- Guided reading instruction in flexible and dynamic small groups based on Running Record data

Additional RTI time for grades K-5 in addition to 90 minute CORE for enrichment and Intervention by grade level teachers, interventionists (Special Ed and RTI) and para-educators- placing the students with most needs with our most qualified instructors.

Bi-weekly collaborative meetings with Special Ed, Gen Ed, Reading teacher and paras per grade level to look at data

Social Emotional:

Focus on safety, belonging and significance

Core Instruction through Morning Meetings and Zones of Regulation

Two cohorts (chosen based on data) receiving additional SEL curriculum with dean and Principal every three days.

Small group Tier 2-3 instruction based on needs- bullying prevention, grief, changing families, self-regulation

Calming Center for 1:1 self-regulation instruction based on data

COORDINATION AND INTEGRATION

Program	Amount Available	Resource and Professional Development Activities	Description of Participating Staff
State Basic	2,339,801	On-going PD in math, ELA, writing, brain-based learning, trauma informed practices, balanced literacy	All classroom teachers, Dean, secretaries and para-educators, counselor, Native American Interventionist
State Special Ed	138,851	Besides the above list – training on de-escalation, co-teaching and inclusion practices	Resource room teacher Preschool Teacher 4 para Educators, Therapists
Federal Special Ed	79,047	Included with the above	Resource room teacher Preschool Teacher 4 para Educators, Therapists
Title IA	168,825	Training for Title 1 paras and classroom teachers will take place on Tuesday. Topics to be covered will be: Balanced Literacy focusing on guided reading and Shared Reading, Diagnostic Running Records, Anecdotal data collection and progress monitoring, Words Their Way	All k-6 Para educators and classroom teachers Margee Morfitt- Reading Teacher Louisa Monger- Special Education Teacher counselor, Native American Interventionist
State LAP/HP LAP	249,852	Para Training beyond contract day Para Training on Tuesday mornings Calming center para-educator and counselor Para work with math exit tickets After Brain based Discipline and teaching and Learning	All Staff- office, para-educators, certificated
Federal Native American	46,840	We have a fulltime Native American Interventionist who works with our Native American students in math, literacy, study skills and social emotional learning as well as attendance and family communication	Native American Interventionist

SIGN-OFF SHEET

Directions: Ask identified stakeholders at your site to sign off on this CSIP, indicating their participation and support for the current CSIP, their role, and their continued participation in the coordination and monitoring of the plan. Examples of roles may include, but are not limited to, parent, certificated staff, classified staff, student, principal, etc. Please print and submit this page in hard copy.

ROLE	PRINTED NAME	SIGNATURE
Principal	Brittane Hendricks	
ECE Member	Anne Mitchell	
K-1 Representative	Mickey Branham	
2nd Grade Representative	Lisa Lisk	
3rd/4th Representative (PAEA)	Tami Parrill	
5th/6th Representative (PAEA)	Carrie McCaleb	
Special Education Representative	Louisa Monger	
Parent Representative	Britney Martin	
LEKT Representative	Marci Laungayan	
Para Union Representative	Krista Emmett	
Para Representative	John Parrill	
Classified Support Representative	Rachel Picard	
Assistant Superintendent	Chuck Lisk	
Superintendent	Martin Brewer	
School Board President	Sarah Methner	<i>Board Approved Date:</i> _____