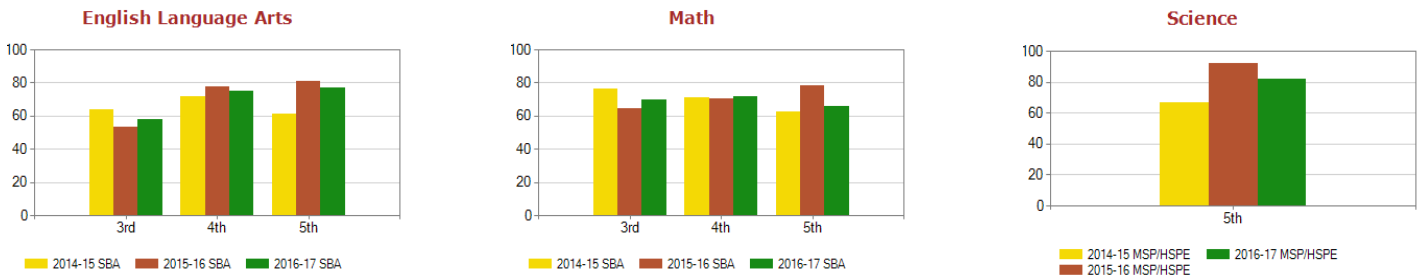


# 2017-2018

## McKenny Elementary School Improvement Plan

Enrollment	370
Free/Reduced Lunch	29.2%
Special Services	19.5%
English Language Learners	5.1%
Unexcused Absence Rate	0.2%

### WASHINGTON COMPREHENSIVE ASSESSMENT PROGRAM:



### Communication Goals:

Monthly, teachers will make personal and positive connections with parents regarding students, their academic and social programs, and special events at the school through:

- Classroom web pages and/or newsletters
- Postcards sent home and comments on student work
- Phone calls and emails to parents
- Positive behavior office referrals

The main office staff will coordinate with PTO leadership to ensure that all weekly and monthly communications sent to parents, from either the school or the PTO, are also sent to teachers and staff members.

- Skyward Message Center emails will also be sent to teachers
- PTO information sent home with students will also be placed in teacher mailboxes
- Teachers and other staff members will participate in PTO meetings
- PTO Report will be a regular item on staff meeting agenda. Report will be made by staff member(s) who attended the most recent PTO meeting

### Safety Goals:

All staff will wear OSD name badges, and all visitors will sign in and wear visitor stickers, on a daily basis.

- Staff will receive email and verbal reminders
- Office staff will provide visitors with gracious verbal reminders to sign in

By the end of February, 2018, a team of McKenny staff members will receive First Aid/CPR training

# Achievement Goals:

## ELA

### Kindergarten

By May 2018 70% of kindergartners will recognize 85% of lowercase letters and 85% letter sounds as measured by classroom data and end of Wonders unit assessments.

- Strategies include, but not limited to Wonders Reading materials, Wonderworks, WIN Time, and one-to-one time.

### First Grade

**Reading:** By May 2018, 80% of first graders will read a minimum of 50 wcpm, as measured by end of year Wonders Fluency Assessment, and 40+ words read correctly in one minute in the Wonders sight word fluency diagnostic assessment.

- Strategies include: A running record will be given a minimum of four times per year; Daily 5 strategies; Reading groups consisting of 3 levels of Wonders (approaching level, at level, and beyond level), including paraeducator support; and for students identified as needing intensive support, work with reading specialist and two team members using Wonderworks.

**Writing:** By May 2018, first graders will score 80% or higher on a writing rubric based on common core state standards, effectively writing complete opinion, narrative, and informational pieces. Using Wonders ELA curriculum, students will demonstrate writing using writing traits (conventions, writer's craft, and writer's applications).

- Strategies include: Grade level collaboration regarding books and questions, six specific writing opportunities per year, using teacher created content, forms, and questions; comparing student work and outcomes in collaboration to guide instruction; a consistent writing rubric; and use of Wonders ELA curriculum with fidelity.

### Second Grade

**Reading:** By June 2018, 75% of second-grade students will read with sufficient fluency to score an 80% or above on comprehension as measured by the Wonders second grade placement and diagnostic assessment comprehension test.

- Strategies will include whole-group instruction using Wonders materials, small-group leveled reading groups using Wonders materials, assessment with Accelerated Reader and STAR in individual classrooms to track individual student reading goals.

**Writing:** By June 2018, 80% of second-grade students will be able to accurately identify and construct each of the three writing genres including narrative, opinion, and expository based on a common formative assessment and rubrics designed by the 2nd grade team.

- Strategies will include whole and small-group instruction utilizing Wonders curriculum with particular emphasis on Wonders Close Reading Companion.

### Third Grade

**Reading:** By June 2018, 80% of third graders will read a minimum of 107 wcpm as measured by the end of the year Wonders Fluency passage.

- Strategies Include: Weekly fluency practice, reading aloud to a partner, choral reading, setting individual fluency goals in the data notebook and tracking individual growth.

**Writing:** By Spring Conferences, 80% of all third graders will be able to write a third grade proficient paragraph using a topic sentence, reasons, details or evidence and a conclusion. Paragraph will be assessed using teacher created rubric.

- Strategies include: weekly writing practice and wonders graphic organizers.

### Fourth Grade

**Reading:** By June 2018 80% of fourth graders will demonstrate 10% individual growth in vocabulary, comprehension and written response as demonstrated by MAP.

- Strategies include: Differentiated instruction, Wonderworks groups with WRC member to provide double dose of intervention, WIN Time for all students

**Writing:** By June 2018, 80% of all fourth graders will be able to write a fourth grade proficient paragraph using a topic sentence, reasons, details or evidence and a conclusion. Paragraph will be assessed using teacher created rubric.

- Strategies include: Weekly writing practice and wonders graphic organizers.

### **Fifth Grade**

**Reading:** By June 2018 80% of fifth graders will demonstrate 10% individual growth in vocabulary, comprehension and written response as demonstrated by MAP.

- Strategies include: Differentiated instruction, Wonderworks groups, WIN time for all students

**Writing:** By June 2018, 80% of all fifth graders will be able to write multiple paragraphs about the same topic (each paragraph includes topic sentence, reasons, details or evidence and a conclusion). Paragraphs will be assessed using teacher created rubric.

- Strategies include: Weekly writing practice and wonders graphic organizers.

### **ELA SPED**

In Spring 2017, 58% of 3rd, 4th, 5th grade students receiving special education services met or exceeded their projected growth on MAP. By Spring 2018, 70% will meet or exceed their projected growth.

### **ELA POVERTY**

In Spring 2017, 50% of 3rd, 4th, and 5th grade students identified as low income met or exceeded their projected growth on MAP. By Spring 2018, 65% will meet or exceed their projected growth.

### **MATH**

#### **Kindergarten**

By May 2018 at least 80% of kindergartners will be able to recognize, write, and identify numbers from 0-20 as measured by the Bridges Number Corner checkup.

- Strategies include Bridges Number Corner, Home Connections, and work places.

#### **First Grade**

By May 2018, 80% of first graders will accurately relate counting to addition and subtraction (1.0A.5), add and subtract within 20 (1.0A.6), understand that two-digit numbers are an amount of 10's and 1's, as measured by Number Corner assessments given in October, January, March and May, as well as Bridges unit tests given monthly.

- Strategies include: Use Bridges curriculum with focus on fidelity; daily work in Units 1-8; consistent use of workplaces; and Number Corner activities.

#### **Second Grade**

By June 2017, 75% of second graders will be meeting standard in major clusters presented in units 1-8 of Bridges.

Assessments will include pre-tests, post-tests and check points in units 1-8.

- Strategies include: Teaching units 1-8 with correlating activities in the Bridges Math Curriculum. Number Corner is an integral part of the program.

#### **Third Grade**

By June 2018 80% of all students will improve one Bridges proficiency level from pre to post test on Unit 2-7 assessments.

- Strategies Include: Bridges lessons and practice book pages, small group re-teaching, workplace practice, and Number Corner lessons.

#### **Fourth Grade**

By June 2018, 80% of all students will improve individual scores by one Bridges level or more from pre to post assessment on each Bridges unit.

- Strategies include: Bridges lessons and practice pages, small group re-teaching, Number Corner lessons and workplace practice.

#### **Fifth Grade**

By June 2018, 80% of all students will improve individual scores by one or more Bridges level from the pre to post assessment on each Bridges unit.

- Strategies include: Bridges lessons and practice pages, small group re-teaching, Number Corner lessons and workplace practice.

### **MATH SPED**

In Spring 2017, 42% of 3rd, 4th, 5th grade students receiving special education services met or exceeded their projected growth on MAP. By Spring 2018, 60% will meet or exceed their projected growth.

## **MATH POVERTY**

In Spring 2017, 43% of 3rd, 4th, and 5th grade students identified as low income met or exceeded their projected growth on MAP. By Spring 2018, 60% will meet or exceed their projected growth.

## **SCIENCE**

### **Kindergarten**

By May 2018 at least 80% of kindergartners will be able to ask and answer questions about key details in Science text read aloud or through other media, as measured by formative assessment and science journaling.

- Strategies include text science informational text from Wonders, Foss Science Kits, Think, Pair, Share, before and after reading text, and new information researched as a class.

### **First Grade**

By May 2018, 80% of first graders will demonstrate understanding of key details pertaining to FOSS kit state standards, with a focus on use of observational skills, showing proper use of materials, demonstrating an understanding of part to whole and cycle of growth/life as measured by journal worksheets, observation checklists, labeled drawings and diagrams, and students' verbal explanations.

- Strategies include: Teach FOSS kits (Pebbles, Sand, and Silt; and New Plants) with fidelity.

### **Second Grade**

50% of 2nd grade students will participate in the March 2018 Science Fair with student produced research projects.

- Strategies Include: Communicating with students and parents about the benefits of participation

### **Third Grade**

By June 2018 all students will apply the Next Generation Science Practice of “asking questions and defining problems,” and “planning and carrying out investigations” through inquiry projects.

- Strategies Include: Science Companion lessons and investigations, FOSS lessons and investigations and lessons, Pacific Science Center lessons and investigations

### **Fourth Grade**

By June 2018, students will generate evidence and solutions to problems, apply and generate scientific thinking, understand scientific explanations as taught through NGSS standards.

- Strategies include: Science Companion, FOSS science kit and Pacific Science Center materials, NGSS resources

### **Fifth Grade**

By June 2018, 80% of students will generate evidence and solutions to problems, apply and generate scientific thinking, understand scientific explanations as taught through NGSS standards as measured by State required assessments.

- Strategies include: Science Companion, FOSS science kit and Pacific Science Center materials, NGSS resources

Fourth and fifth grade students will engage in Science and Engineering Practices by:

- Constructing explanations and designing solutions
- Engaging in arguments from evidence
- Developing and using models
- Obtaining, evaluating and communicating information
- Planning and carrying out investigations
- Using mathematics and computational thinking
- Analyzing and interpreting data
- Asking questions and defining problems

## **SCIENCE SPED**

- Enhance the cultural competence of staff through shared readings

- Analyze the opportunity gap through a close examination of student demographic data
- Continued focus on student transitions (elementary to middle school)

### **SCIENCE POVERTY**

- Continued focus on Science Fair and other family engagement events.
- Enhance the cultural competence of staff through shared readings
- Continued focus on student transitions (elementary to middle school)
- Analyze the opportunity gap through a close examination of student demographic data

## **Professional Growth Goals:**

- By the second week of November, McKenny staff will work collaboratively to write student growth goals that will be a part of focused and comprehensive evaluations.
- By December 16, 2017, the McKenny Site Council will have rewritten the McKenny mission statement.
- By the end of January, 2018, McKenny staff will have reviewed the goals and strategies contained in the SIP to determine progress made toward the implementation of strategies.
- By the end of May, 2018, McKenny staff will have reviewed, for a second time, the goals and strategies contained in the SIP to determine progress made toward the implementation of strategies.
- Collaborative teams will meet during early release time to determine essential learnings and to determine, or create, formative assessments to inform instruction and intervention.
- By October 9, 2017, intervention/extension block schedule will be implemented at all grade levels.

## **PBIS Goals:**

- PBIS Leadership team will meet monthly to review office discipline referral data and refine the implementation of positive behavior supports.
- PBIS coach will make a report to staff at staff meetings regarding ODRs and positive behavior supports.
- During fall conference week, PBIS coach and behavior technician will provide a three-hour training for all McKenny paraeducators regarding all aspects of current tier 1 PBIS implementation.
- Members of the PBIS Leadership team will attend training in November 2017 in preparation for implementation of tier 2 systems.
- Staff will continue to reinforce positive student behavior through life skills tickets, positive office referrals, and the Golden Hawk Award.

## **Strengths:**

- Implementation of PBIS tier 1 strategies and systems.
- ELA Special Education Students: we exceeded our goal for the percentage of students to meet or exceed projected growth from fall to spring.
- 5th grade science was once again a highlight of our SBA results.

## **Opportunities For School Growth:**

- Math for Special Education and Students in poverty: We did not meet our goals for the number of students who would meet or exceed expected growth from fall to spring Math MAP.
- ELA for Poverty students: We fell short of our goal of students meeting expected growth between fall and spring MAP.
- We had planned to write a new Mission Statement, but decided to wait for an influx of new staff for the 2017-18 school year.