

## **2018-19 Chimacum Elementary School Improvement Plan**

This page is an executive summary overview of the Chimacum Elementary Title I School Improvement Plan (SIP). This plan includes the required four Title I components of a SIP, as well as supporting data for each component. **The school improvement team will present an overview of this plan to the Chimacum School Board on the following components of the school improvement plan on Wednesday, Nov. 7:**

### ***The CES Climate plan includes...***

1. Implement tier II Positive Behavioral Interventions & Supports to improve the campus climate and learning environment
2. Increase student attendance to 95% and decrease unexcused absences
3. Decrease behavior referrals
4. Educate students to prevent, recognize, refuse and report bullying
5. Increase playground safety with behavioral expectations and supervision
6. Wellness Policy implementation of recess before lunch & healthier food choices

### ***The CES Academic Growth plan includes...***

1. Bridges in Mathematics year two implementation
2. Measures to boost CES performance on state tests beyond the state average in English/Language Arts, mathematics & science
3. Align Journey's ELA adoption with Common Core State Standards (CCSS)
4. Implement the Fountas and Pinnell Benchmark reading assessment
5. Implement Fountas and Pinnell Leveled Literacy as a Tier II intervention
6. Implement extended learning options such as tutoring, Robotics club, coding club, cribbage club, and summer learning programs
7. Teacher professional development in CCSS, Fountas & Pinnell, Bridges Math, STEM

### ***The CES Community Engagement Plan includes...***

1. Build on existing community partnerships
2. Parent & family events - Meet and Greet, Back to School Night, Conferences
3. Improved communication - Facebook, website, Class Dojo, school newsletter, voice callout system, Coffee & Conversation and parent and community member volunteers
4. Rebuild PTA

## **SIP CONTENTS**

1. Needs Assessment
2. Schoolwide Reform Strategies
3. Activities to Ensure Mastery
4. Coordination and Integration

**TITLE I, PART A SCHOOLWIDE PLAN**

**Name of District/Building: Chimacum Elementary School**

**Date: 2018-2019 School Year**

**COMPONENT #1: NEEDS ASSESSMENT**

**PROCEDURES TO SUPPORT YOUR COMPREHENSIVE PLAN**

Plan

**School Description:**

Chimacum Elementary School (CES) serves students in grades 3-5. Staff is comprised of 9 classroom teachers, three specialists (shared with other schools in the district), a Title 1/LAP funded reading interventionist and three Paraprofessionals, LAP funding part time behavior Interventionist, and part-time counselor. Serving students in Special Education is a resource room staffed by a full-time Special Education teacher, and Paraprofessionals. Additionally, students with IEP needs are served by a district-wide Occupational Therapist, and Speech and Language Pathologist (SLP).

**School Demographics:**

Chimacum Elementary School is made up of 197 students and is comprised of 57.8% male and 42.2% female students (OSPI, May 2018)

**Race/Ethnicity statistics (OSPI May. 2018):**

Hispanic/ Latino of any race(s): 5.5%  
American Indian/Alaskan Native: 1%  
Asian: .05%  
Black/African American: .05%  
White: 82.4%  
Two or More Races: 10.1%

**Special Programs**

Low Income (Feb. 2018): 56.9%  
Special Education (Feb. 2018): 14.7%  
Transitional Bilingual: 0.5%  
Section 504: 1%  
Migrant: 0.5%

**Staffing Information**

Certified classroom Teachers: 9 FTE  
White: 11  
Specialists: 1 reading specialist, 1 Library media specialist (.5), 1 Physical Education (.5), 1 behavior interventionist (.4)  
Average Years of Experience: not available until Dec. 2018 - OSPI  
Teachers with a Master's Degree: not available until Dec. 2018 - OSPI  
Administrative: 1.0 FTE Principal

**Classified:**

Paraprofessionals: 6.88 FTE (includes Special Education, LAP, Administrative Assistants, & basic education/supervision)

Multiple sources of data are collected and examined to plan for student optimum student achievement, including: OSPI Report Card Data, Measure of Academic Progress (MAP), Smarter Balanced Assessment (SBA), ELPA21, and Skyward Attendance and Discipline Data.

A School Improvement Team (SIT) will consist of representatives from classroom teachers and specialists and will guide the improvement of Chimacum Elementary. The main areas of focus will be to improve academic achievement for all students in English language arts, mathematics, science and social emotional learning.

Do

Chimacum Elementary School uses multiple measures of assessment to inform instruction and best determine student needs. Reflection on data and student behavior is done regularly through school improvement team meetings (SIT), professional learning communities (PLC) in grade level teams on early release days, English Language Arts (ELA) and Positive Behavior Intervention and Supports (PBIS) teacher focus teams, and data team meetings where classroom teachers plan next instructional steps based on formative assessment. Minutes and agendas reflect discussion on best practice, academic interventions, and are based on student and teacher needs.

Study

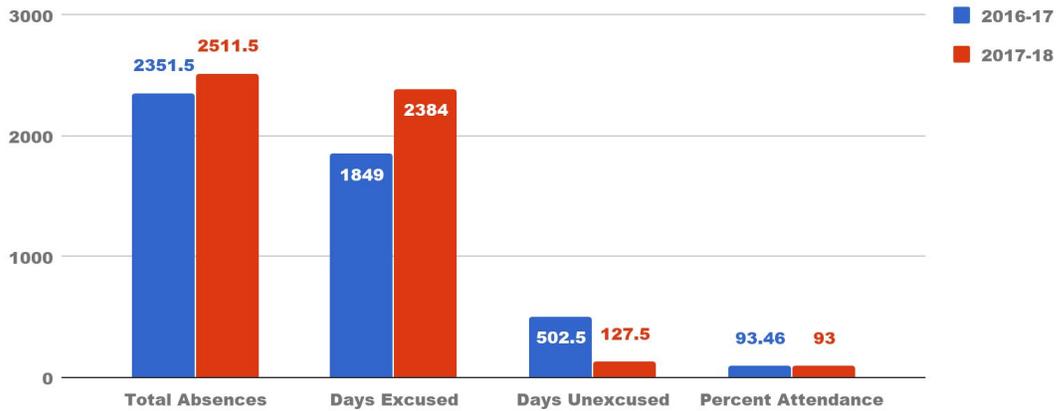
**Enrollment data for CES from October 2018:**

<b>Grade level</b>	<b>Number of Students</b>
Grade 3	52
Grade 4	63
Grade 5	68
	<b>TOTAL: 183</b>

**Attendance and Tardies:**

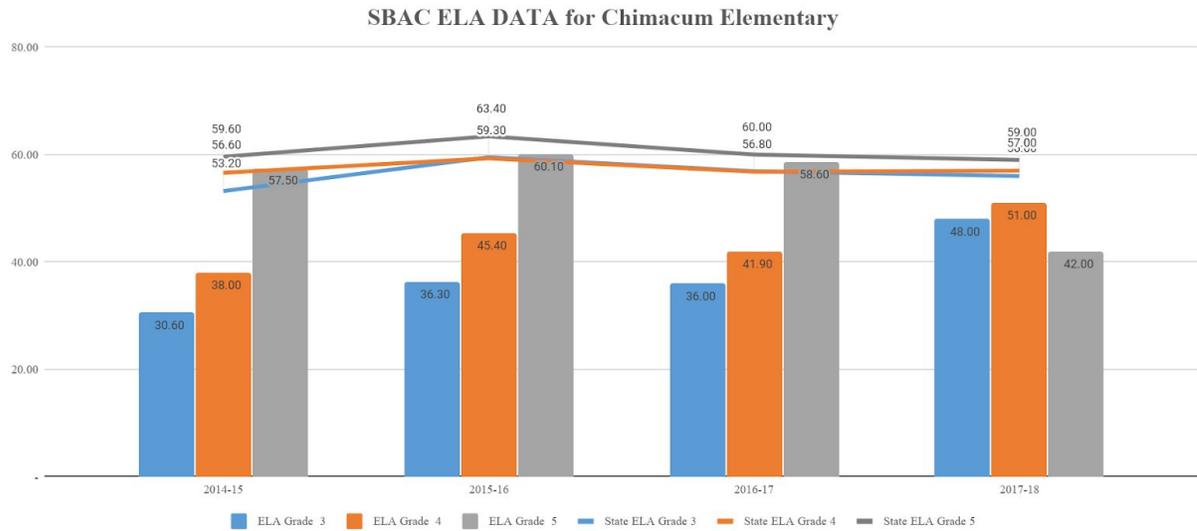
	<b>Average Daily attendance %</b>	<b>Days Excused</b>	<b>Days Unexcused</b>	<b>Total Absences</b>
<b>2017-18 School Year- Total</b>	93%	2384	127	2511.50
<b>2016-17 School Year- Total</b>	93.46%	1849	502	2351.50

### CES Attendance September-January 2017-16 Vs. 2017-18



### School Achievement:

#### Smarter Balanced Assessment (SBAC):



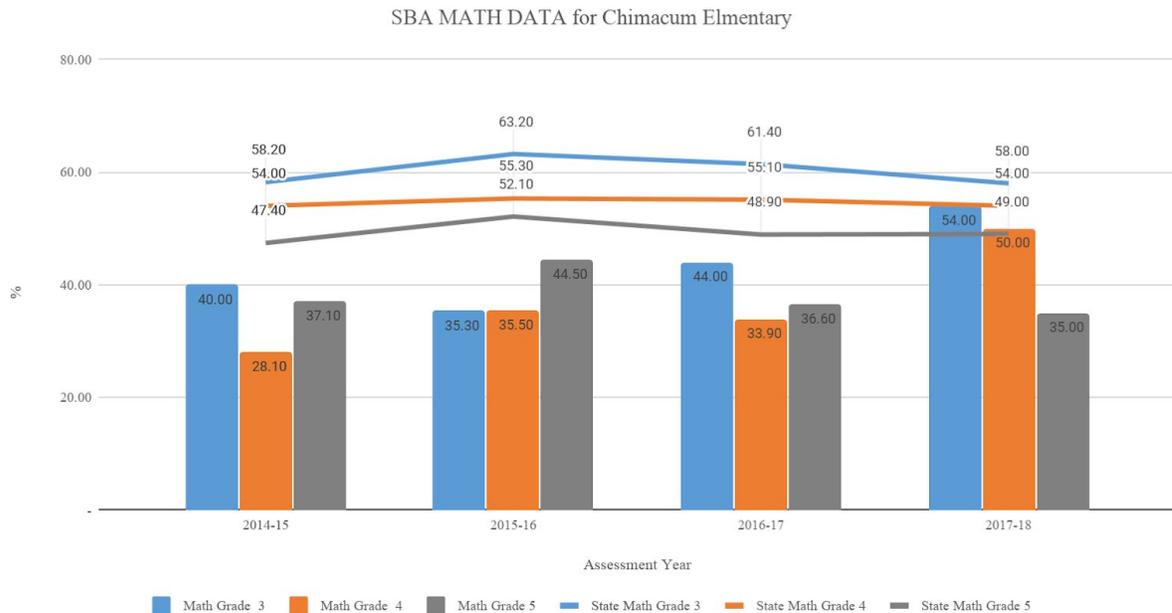
The Smarter Balanced Assessment (SBA) data shows the highest academic gains on the Smarter Balanced Assessment in English Language Arts (ELA) for grade 3 and 4 in Chimacum Elementary School's SBA history. Grade 3 made a 12 point increase and grade 4 made a 9 point increase from the previous year in ELA. Grade 5 did not experience the same gains compared to the year before and student achievement decreased 17 points. Cohort data for grade 5 showed stagnant growth. MAP data for grade 5 shows that the cohort made more than one year's growth, but was not significant enough growth to close the achievement gap in both ELA and mathematics.

The 2017-18 SBAC assessments for ELA showed the largest weakness were comprehending informational text by understanding text structures and citing evidence to support claims.

- Grade 3 (this year's 4th graders) struggled with reading informational text by scoring low in key ideas, central ideas, word meanings, reasoning and evidence, understanding text structures or text features. Grade 3 also struggled with literary text with word meanings, central ideas, point of view, language use, and reasoning & evidence.
- Grade 4 (this year's fifth graders) areas of weakness was understanding key details, word meanings and text structures of informational text. In literary text, understanding key details and relating knowledge of text structures (prose, drama, poetry) were the most in need of improvement.
- Grade 5 (this year's 6th graders) need more support with understanding informational text features as well as making inferences and drawing conclusions in order to compare text. In literary text, more instructional focus on understanding word meanings and figurative language (metaphor, simile) as well as understanding point of view, themes, characters and setting when comparing and explaining literary elements.

Writing also proved to be an area of difficulty for CES students on the SBAC.

- Grade 3 scored low in writing & revising brief texts, as well as composing full texts such as the ability to state opinions about topics or sources, organize ideas, develop supporting reasons, or provide conclusions. Third grade also struggled with editing their writing, analyzing informational sources and citing evidence.
- Grade 4 also showed weakness in writing and revising brief texts, composing full informational texts with elaboration, and editing for grammar and mechanics.
- Grade 5 struggled with revising brief and full texts to state an opinion, organize ideas, give supporting details and write a conclusion. Editing was also weak as well as using evidence to support ideas, opinions, or analyses.



Mathematics showed some overall gains on the SBAC but also had many areas of improvement:

- Grade 3 improved from 44% in 2016-17 to 54% in 2017-18. Understanding how the concept of area relates to multiplication and being able to reason with shapes and their attributes proved to be the most difficult for grade 3 students.

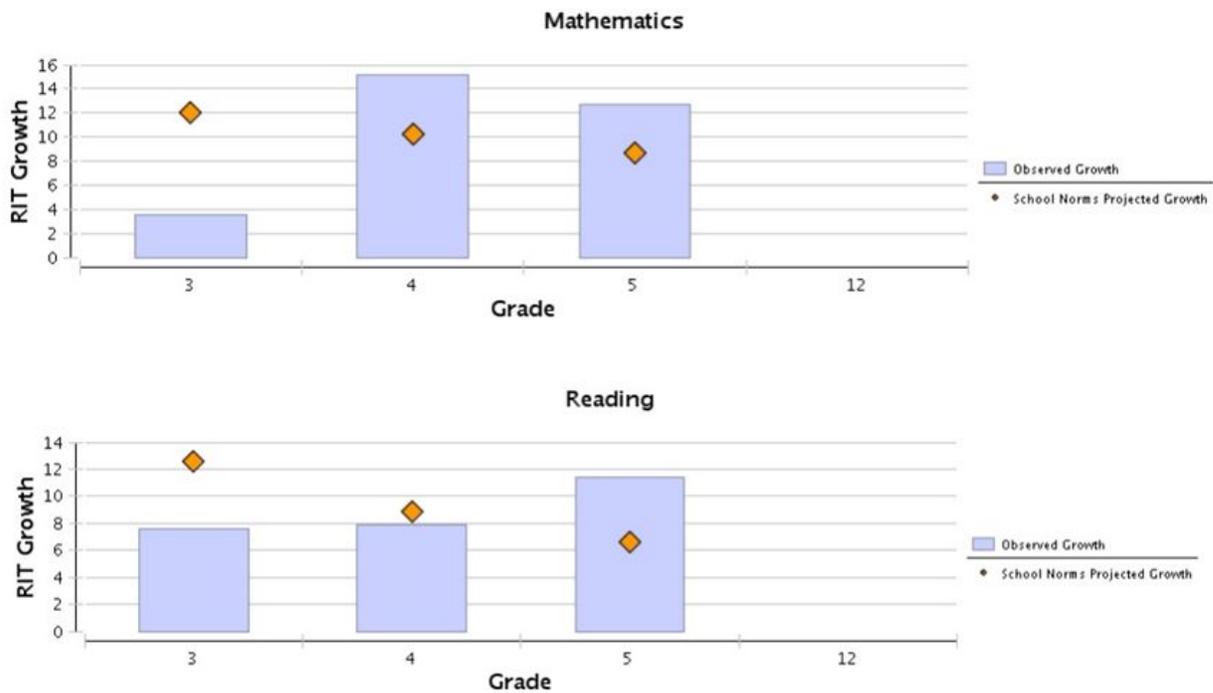
- Grade 4 improved from 34% in 2016-17 to 54% in 2017-18. Mathematical concepts that grade 4 students struggled with the most were using the four operations to solve problems, factor and multiples, and understanding fractions.
- Grade 5 also experienced a decline in performance in mathematics with 35% of students not meeting standard compared with 37% in 2016-17. Mathematical concepts that grade 5 students struggled with the most were writing and interpreting numerical expressions, analyzing patterns and relationships, understanding place value, operations with multi-digit whole numbers and with decimals to the hundredths, converting units of measurement, and representing and interpreting data.

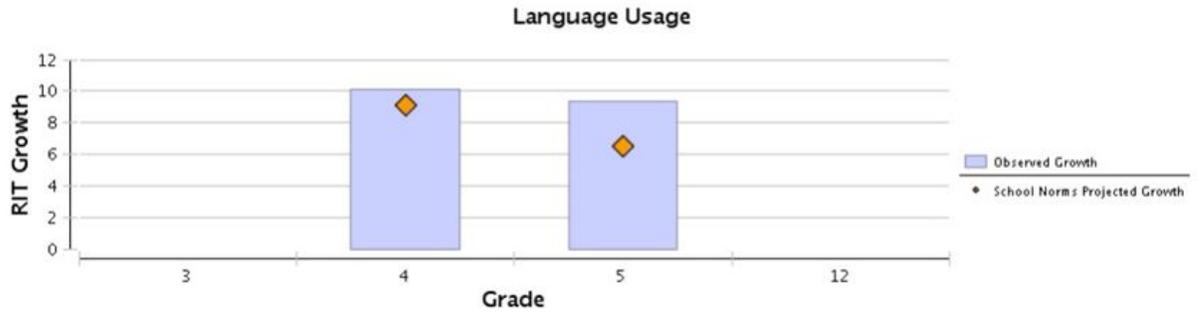
The Next Generation Science Standards (NGSS) were tested for the first time last year. 46.8% of our fifth grade students passed the science assessment which was below the state average of 55.1%. Historically, Chimacum students fared well above the state average on the previous science standards. The grade 5 cohort data from science mirrors the overall weaknesses of the grade level in ELA and mathematics. The NGSS standards will be a focus for the 2018-19 school year and the STEM initiative and updated FOSS science kits reflecting the new standards support student learning in this area.

**Northwest Educational Associates (NWEA) Measurement of Academic Progress (MAP):**

The NWEA MAP assessment that was administered in fall, winter and spring to all students last year showed similar trends as last year’s SBAC ELA & mathematics results.

Below are the overall growth summary data given to all students in the fall of 2018. The orange diamond represents the amount of growth expected for one year’s growth, and the blue bar represents actual growth on the MAP assessment. MAP is a norm referenced, national sampling with over 2 million students and is highly predictive of SBA performance. Based on the September data, our grade three students need significant intervention in both reading and mathematics to catch up to grade level standard.



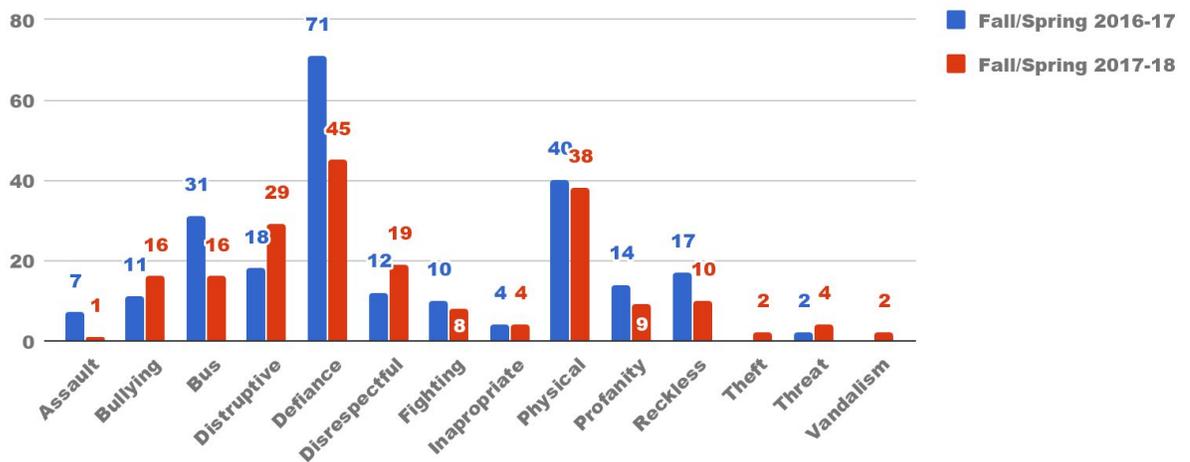


**Discipline Data:**

The following is discipline data from Skyward:

**Discipline comparing referral data from 2016-17 to 2017-18:**

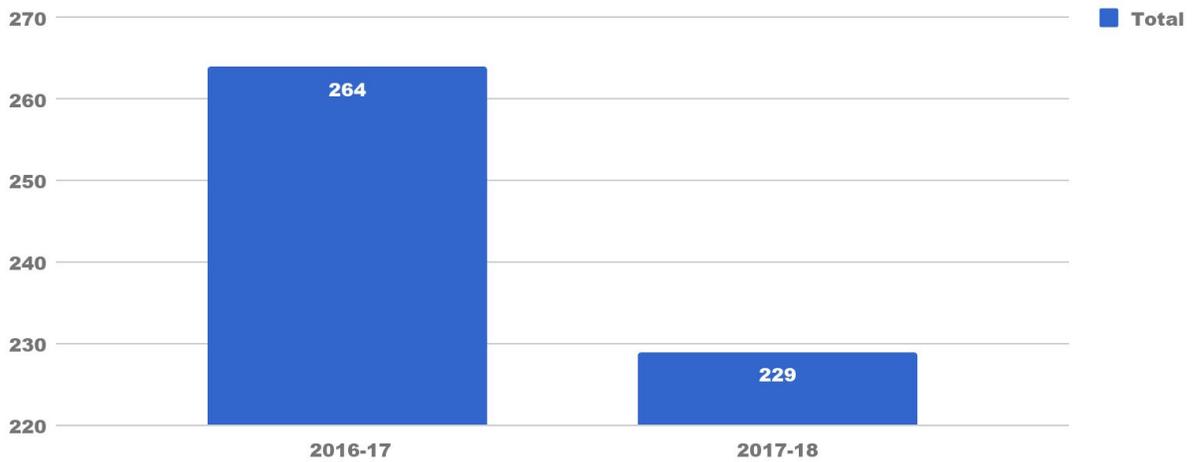
**Discipline by Offenses**



### Discipline by Location- Major areas



### Total Discipline referrals



In analyzing the behavior data from the 2016-17 and 2017-18 school years, the following was found to be true:

- Behavior referrals decreased by 13.26% from 2016-17 to 2017-18
- Defiance decreased 36.62% from 2016-17 to 2017-18
- Physical harm, disruptive conduct, and defiance remain areas of improvement
- Classroom behavior referrals have been reduced by 30%
- The playground is the highest area of behavior referral incidents
- Bus referrals have been reduced to 48% from 2016-17 to 2017-18

Act

School improvement will be measured, modified, and adjusted through the use of formative assessments such as MAP, Bridges in Mathematics unit assessments, Journey’s ELA unit assessments, SBA, SWIS Behavior data, Skyward attendance data, and interim assessments. PLC teams, SIT leadership team, data meetings, and teacher Focus Teams in PBIS and ELA will review data throughout the year and adjust instructional planning accordingly. At the end of the year, staff will revisit the School Improvement plan and provide feedback on how we can further improve the plan.

#### COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES

#### PROCEDURES TO SUPPORT SCHOOLWIDE REFORM STRATEGIES

Plan	<p>Professional Learning Communities (PLC's) such as ELA and PBIS Focus teams, School Improvement Team (SIT), Data meetings, and grade level collaborative teams will analyze and evaluate:</p> <ul style="list-style-type: none"> <li>● Core instruction (tier 1) and access to all at grade level</li> <li>● Tiered Support Model</li> <li>● Data-Based Decision Making for Instruction</li> <li>● School Climate</li> <li>● Implementation of Best Practice</li> </ul>
Do	<p>Based on a review of multiple sources of data including: OSPI Report Card Data,, Measure of Academic Progress (MAP), Smarter Balanced Assessment (SBA), and Skyward Attendance and Discipline Data the SIT team recommends 2017-18 School improvement efforts will also be in these areas:</p> <ol style="list-style-type: none"> <li><b>1. Student Achievement:</b> <ol style="list-style-type: none"> <li>a. ELA SMART goals:           <ol style="list-style-type: none"> <li>i. 60% of 3rd graders will meet or exceed standard as measured by SBA. This will increase from last year's 48% (state average was 55.5%)</li> <li>ii. 60% of 4th graders will meet or exceed standard as measured by SBA. This will increase from last year's 51% (state average was 57.3%)</li> <li>iii. 60% of 5th graders will meet or exceed standard as measured by SBA. This will increase from last year's 42% (state average was 59.2%)</li> </ol> </li> <li>b. MATH Smart Goals:           <ol style="list-style-type: none"> <li>i. 60% of 3rd graders will meet or exceed standard as measured by SBA. This will increase from last year's 54% (state average was 57.5%)</li> <li>ii. 60% of 4th graders will meet or exceed standard as measured by SBA. This will increase from last year's 50% (state average was 53.8%)</li> <li>iii. 60% of 5th graders will meet or exceed standard as measured by SBA. This will increase from last year's 35% (state average was 48.5%)</li> </ol> </li> <li>c. Implement Bridges in Mathematics curriculum- Year #2</li> <li>d. Align Journeys English Language Arts (ELA) to CCSS</li> <li>e. Implement Tier 2 PBIS and refine tier 1 PBIS with Dr. Maggie Shultze</li> <li>f. Increase opportunities for students to engage in information text - National Geographic Kids Magazine, NewsELA, ReadWorks</li> <li>g. Implement Fountas &amp; Pinnell Benchmark Assessment &amp; Leveled Literacy Reading Intervention</li> <li>h. Analyze current writing instructional practice and materials- Purchase supplemental materials to support Journey's ELA curriculum.</li> </ol> </li> <li><b>2. Extended day learning opportunities for struggling students:</b> <ol style="list-style-type: none"> <li>a. Before &amp; after school tutoring</li> <li>b. Summer learning program</li> <li>c. FIRST Lego League STEM Club</li> </ol> </li> <li><b>3. Professional Development for teachers and staff</b> <ol style="list-style-type: none"> <li>a. Fountas and Pinnell Benchmark Reading Assessment</li> <li>b. Fountas and Pinnell Leveled Literacy Tier II reading intervention</li> <li>c. Reading comprehension training &amp; supplemental materials- Fountas &amp; Pinnell</li> <li>d. Teacher book studies to address ELA achievement deficits using Visible Learning Strategies, teaching students of poverty, adverse childhood experiences, and effective teaching practices.</li> <li>e. Visible Learning Conference for selected teacher leaders to learn high leverage teaching practices</li> <li>f. Daily 5/CAFE/Fountas &amp; Pinnell PD to address reading comprehension, fluency, accuracy, and vocabulary</li> <li>g. Safe &amp; Civil Schools to support classroom behavior management techniques, classroom management, and expectations.</li> <li>h. PBIS Consultant Maggie Schulze, Ph.D, to support CES in developing a PBIS system focusing on tier II for 2018-19.</li> <li>i. CES teachers to observe other teachers to learn new effective teaching strategies.</li> </ol> </li> </ol>

- j. Alignment of Journeys ELA adoption to CCSS & identify & purchase supplemental materials
- k. Year 2 implementation & effective use of Bridges in Mathematics
- l. Professional Learning Communities (PLC's) focused on continually collaborating during early release time to improve instructional practices.
- m. Vertical Teaming with K-5 staff to plan instructional next steps based on assessment
- n. Bridges Math PD focusing on the struggling learner & CCSS pacing

**4. Behavior and Discipline**

- a. Second Steps anti-bullying curriculum taught at all grade levels by our school counselor
- b. Positive Behavior Intervention and Supports (PBIS) implementation
  - i. Tier I support & Tier II systems implemented in 2018-19 with coaching from Dr. Maggie Schultze from Sound Supports
  - ii. Student Success Team (SST) process defined and implemented in 2018-19
- c. Increase student attendance to 95%, and decrease unexcused absences
- d. Build a positive relationship with every child at Chimacum Elementary School
- e. SWIS behavior & data tracking
  - i. Update behavior referral forms with PBIS expectations
- f. Refine and continue school wide behavior expectations, behavior matrix, and lessons to teach the expectations.
- g. Increase student safety and experience at recess
  - i. Increased visibility of recess supervisors
  - ii. SafeSchools training on recess supervision
  - iii. Clear recess expectations with teacher developed lessons for recess behaviors

**5. Transitions of students**

- a. Placement of students and build classes with input from parents, teachers, specialists, and administrator. Standardized placement procedures will be implemented.
- b. Incoming second grade students will visit Chimacum Elementary School in the spring to tour the school, eat lunch, attend a recess, and meet staff.
- c. Exiting fifth graders will tour Chimacum Middle School to meet staff, & attend an orientation of their new school.

**6. Community partners**

- a. PTSA- Classroom supplies, teacher grants, STEM support,
- b. STEM Lego curriculum & FIRST Lego League - PTSA, Chimacum School District, Boeing BlueBills, Carls Lumber, Arrow Lumber, Edensaw Woods
- c. The Association of University Women (AAUW) provides a cadre of volunteers that support third graders with in class support of the Bridges curriculum as well as Dreambox Math program to support students in mathematics.
- d. Veterans of Foreign Wars - Bike give away for attendance incentives
- e. Quilcene Masonic Lodge - Bike helmets for attendance incentives
- f. Boeing BlueBills - STEM funding, School supplies and backpacks
- g. YMCA - After the Bell after school program
- h. Finn River Farm - Field trips on biodiversity
- i. Coding Club - Jay Bakst & community members
- j. Discovery Behavioral Health - on site Counseling
- k. Rotary - Student dictionaries
- l. Chimacum Backpacks For Kids- weekend meals distributed on Fridays

**7. Family Engagement**

- a. Coffee and Conversation meetings with the principal- monthly
- b. PTA - Parent Teacher Association- family activities such as Fall Carnival, Bingo Night, Movie Nights
- c. One Call - voice callout system for communicating with families
- d. Teacher Newsletters to families
- e. School newsletter- Smore platform
- f. Facebook
- g. Webpage

	<p>h. Title 1 Informational Meeting</p> <p>i. Principal Visibility - present at dismissal and arrival times and available to parents</p> <p>j. "Back to School Night" focused on curriculum and classroom expectations</p> <p><b>8. Well Rounded Education</b></p> <p>a. First Lego League STEM Competition in Grade 5</p> <p>b. STEM curriculum in grade 5, a grade 3 class and grade 4 classroom</p> <p>c. Cribbage Club</p> <p>d. Chimaquam Choice Program - Students self-select activities by interest</p> <p>e. Lady Washington Field trips</p> <p>f. Coding Club</p> <p>g. Taproot Theater - anti bullying performances</p> <p>h. Adventures in Music performances - Port Ludlow Arts</p> <p>i. Museum of Flight - Aviation Learning Center</p> <p>j. Port Townsend Marine Science Center</p> <p>k. Bainbridge Island Art Museum</p> <p>l. Dungeness Audubon</p> <p><b>9. Technology</b></p> <p>a. DreamBox math to support struggling learners - AAUW &amp; Building Budget</p> <p>b. NewsELA, ReadWorks literacy programs</p> <p>c. typing.com</p> <p>d. 1 to 1 student access to computers</p> <p>e. School Website &amp; Facebook page</p> <p>f. After school Coding Club</p> <p>g. Code.org</p> <p>h. BrainPop</p> <p>i. Math fluency programs</p> <p>j. RAZ Kids</p>
Study	School improvement will be measured, modified, and adjusted through the use of formative assessments such as MAP, Bridges in Mathematics unit assessments, Journey's ELA unit assessments, SBA, SWIS Behavior data, Skyward attendance data, and interim assessments. PLC teams, SIT leadership team, data meetings, and Focus Teams in PBIS and ELA will review data throughout the year and adjust instructional planning accordingly. At the end of the year, staff will revisit the School Improvement Plan provide feedback on how we can further improve the plan.
Act	Adjustments will be made based on data and 2018-19 progress will be reviewed by staff
<b>COMPONENT #3: ACTIVITIES TO ENSURE MASTERY</b>	
<b>PROCEDURES TO SUPPORT YOUR ACTIVITIES TO ENSURE MASTERY</b>	
Plan	Chimaquam Elementary School will continue a school-wide, systematic instructional model using primarily our district ELA curriculum of "Journeys". A ELA block of 90 minutes per day will be provided to students allowing access to the core curriculum. In mathematics, the Bridges In Mathematics instructional materials are in the second year of implementation and will include the Number Corner and Bridges lessons for a total of 90 minutes. A Reading Specialist, funded by Title I/LAP, will oversee three Educational Assistants that will provide "push in" and "pull out" support targeting struggling learners for supplemental instruction. The Fountas and Pinnell Leveled Literacy Intervention curriculum will be implemented to targeted students who struggle in literacy and will be taught by our Reading Specialist.. Teachers and staff will receive professional development to address the implementation of PBIS tier 1 & 2 supports for 2018-19, alignment of the Journey's 2014 ELA adoption to Common Core State Standards, differentiation using Bridges in Mathematics, and support to address the needs of students of poverty. The CES counselor will instruct students in Second Steps Anti Bullying and Social Emotional curriculum.
Do	In order to identify factors that may be hindering student progress in performing at grade level, CES staff will use the following systems & programs to track student progress and identify instructional targets: <ul style="list-style-type: none"> <li>● SWIS behavior data</li> <li>● Attendance monitoring</li> <li>● MAP data</li> </ul>

	<ul style="list-style-type: none"> <li>• Bridges assessment data</li> <li>• Fountas and Pinnell Benchmark reading assessment</li> <li>• IAB's</li> <li>• Journey ELA assessments</li> </ul>
Study	<p>While looking at student data, there were many areas that were identified for professional development and training:</p> <ul style="list-style-type: none"> <li>• Attendance Rates</li> <li>• Poverty/Homelessness</li> <li>• Trauma Informed Instruction/Adverse Childhood Experiences</li> <li>• Special Needs - IEP &amp; Student Study Team (SST process)</li> <li>• Behavior challenges</li> </ul>
Act	Adjustments will be made based on data and 2018-19 progress will be reviewed by staff
<b>COMPONENT #4: COORDINATION AND INTEGRATION</b>	
<b>PROCEDURES TO SUPPORT YOUR COORDINATION AND INTEGRATION OF SERVICES</b>	
Plan	Title I Schoolwide programs are not required to identify specific students as eligible to participate in the schoolwide program. The funding will allow us to serve more students and have a greater flexibility of grouping. Because of our high poverty status, we are able to integrate the services. We are able to provide our students combined supports from Federal, State, and local resources.
Do	<ol style="list-style-type: none"> <li>1. Title I/LAP Reading Specialist will direct and oversee lessons by educational assistants (EA's) to support struggling students, as well as provide support for classroom teachers.</li> <li>2. Data meetings will focus on using multiple measures of assessments to plan for instructional "next steps" for all learners, focusing especially on struggling learners.</li> <li>3. Basic education funding to support classified time during recess supervision times.</li> <li>4. LAP funding is focusing first on K-4 literacy.</li> </ol>
Study	<p>Continue to focus on improvements that will increase student achievement by focusing on:</p> <ul style="list-style-type: none"> <li>• Increasing student attendance to at least 95%</li> <li>• Staff Professional Development</li> <li>• Parent and community involvement (Back to School Night, Meet and Greet, Coffee and Conversation, Carnival, conference attendance)</li> <li>• Safe and Predictable Learning Environment (PBIS)</li> <li>• Positive relationships with students, community, and staff</li> <li>• Increased communication and visibility of school programs and staff</li> <li>• PLC team meetings at each grade level</li> </ul>
Act	Please see the chart: Illustrating How to Combine Funds in a Schoolwide Plan

### Combined Funds in Schoolwide Plan

Program	Amount Available	How the Intents and Purposes of the Program will be Met
Basic Education & Levy	\$1,532,460	<p>To provide all students with instruction aligned to grade level specific state standards including differentiation and enrichment services as needed.</p> <p>Basic education funds are combined to support the activities listed above. Examples include: classroom teachers, textbooks, supplemental materials, supplies, equipment, technology, staff development, and substitutes.</p>

		Local levy revenue may be combined in schoolwide programs
<b>Title I, Part A</b>	\$83,727	To provide all children significant opportunity to receive a fair, equitable, and high quality well-rounded education, and to close educational achievement gaps.
<b>Title II, Part A</b>	\$4,158	Preparing, training, and recruiting effective teachers, principals, or other school leaders.
<b>Learning Assistance Program (LAP)</b>	\$99,003	To coordinate the use of state Learning Assistance Program (LAP) revenue as long as it can be shown services are provided only to students who have not met annual measurable objectives or are at-risk of not meeting state/local graduation requirements
<b>Total</b>	<b>\$1,719,348</b>	