



Continuous Improvement Process Plan 2018-2019

Mark Twain Elementary School

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Kirkland, WA 98033

<http://www.lwsd.org/school/Twain>

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I. Description of School

Mark Twain Elementary is a wonderful K-5 school located in the North Rose Hill neighborhood of Kirkland, Wash., serving a diverse population of about 620 highly-valued children and families. We are a community of learners who value the importance of a school grounded in strong instructional practice. As students, staff and parents, we pride ourselves on maintaining a learning environment that is welcoming, removes barriers and focuses on delivering instructional practices that improve our school and community.

We have a dedicated and highly skilled staff that works extremely hard to maintain our focus on what is best for kids and what will help each student reach their growth potential. Our parent community is very active and supportive in our school. Our PTSA provides generous support both financially and in volunteer hours in the areas of science, math, art and literacy enrichment, general academic support and extracurricular activities.

Our staff who is committed to continually looking at ways to improve student achievement as well as foster the overall well-being of our students. The primary focus of our 2018-19 Continuous Improvement Plan will continue to focus on building on our success in all academic areas. Teachers meet regularly to collaborate and analyze student work, develop common assessments and set specific short-term student growth goals. Our work consists of teachers developing and implementation of effective instructional strategies, including analyzing student work/performance after strategies had been implemented.

As a school, we are beginning our work in Equity and MTSS. Our fundamental goal is to remove barriers to learning and create a learning environment that is representative and cultural responsive. Most importantly our data suggests that students continue to improve from year to year while under our instructional care and we are proud of our students, but we also realize we have more work to do.

Demographics

Total Students	621
Male/Female	53/4%
Low Income	15.5%
Special Education	12.1%
ELL	18.8%

Caucasian	50%
Asian	21%
Hispanic	16%
Two or More Races	10%
Black/African American	2%
American Indian	1%
Pacific Islander	>1%

Caucasian	50%
Asian	21%
Hispanic	16%
Two or More Races	10.0%
African American	2.0 %
Pacific Islander	0.17%
Native American	0.49%
Free/Reduced Lunch	19.7

II. District Performance Targets

	Indicators <i>Note: Indicators based on state assessments</i>	Baseline Performance 2014-15	Current Performance 2017-18	Target Performance 2018
		District	District	District
Early Literacy Development	% of Kindergarteners at benchmark on End-of-Year Literacy assessment	87.2%	86.4%	95%
3rd Graders on Track for Success	% of 3 rd graders meeting or exceeding state standards in Literacy	78.6%	81.1%	95%
	% of 3 rd graders meeting or exceeding state standards in Math	80.5%	79.9%	95%
5th Graders on Track for Success	% of 5 th graders meeting or exceeding state standards in Literacy	84.1%	84.4%	95%
	% of 5 th graders meeting or exceeding state standards in Math	72.7%	75.7%	95%
	% of 5 th graders meeting or exceeding state standards in Science	86.9%	81.9%	95%

- Grade K-2 Benchmark Data based on DIBELS Next assessment. Performance calculation includes all students assessed on the End-of-Year measure.
- Grade 3-5 Literacy and Math Data based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).
- Grade 5 Science Data based on the Measurements of Student Progress (MSP) and starting Spring 2018 on the Washington Comprehensive Assessment of Science (WCAS) reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).

Process to Determine District Performance Targets

Lake Washington School District developed a strategic plan for implementation in 2013-2018. Part of the strategic plan includes Student Learning Milestones and indicators of student success. Many of the indicators are measured based on state testing results. A process was implemented to set performance targets for each indicator. For the 2014-15 school year, the state adopted the Smarter Balanced Assessment (SBA) to measure student progress in Math and English Language Arts. Due to this change, the district made adjustments to the 2018 performance targets in these areas. The performance targets were set based on the 2015 SBA results.

III. School Performance Over Time

			2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Early Literacy Development	% of K-2 at benchmark on End-of-Year Literacy assessment	K	76%	75%	92.2%	83.7%			
		1 st	84%	81%	82.1%	83.1%			
		2 nd	77.2%	90.8%	81.2%	86.1%			
3rd Graders on Track for Success	% of 3 rd graders meeting or exceeding state standards in Literacy		66%	65.8%	81.5%	79.9%			
	% of 3 rd graders meeting or exceeding state standards in Math		69	68.2%	85.5%	77.6%			
4th Graders on Track for Success	% of 4 th graders meeting or exceeding state standards in Literacy		75.5%	76.4%	67.4%	82%			
	% of 4 th graders meeting or exceeding state standards in Math		80.6%	71.1%	66.6%	77.7%			
5th Graders on Track for Success	% of 5 th graders meeting or exceeding state standards in Literacy		71.4%	78%	76.3%	77.9%			
	% of 5 th graders meeting or exceeding state standards in Math		57.1%	70%	69.1%	70.1%			
	% of 5 th graders meeting or exceeding state standards in Science		76.9%	77.2%	82.9%	75.5%			

- Grade K-2 Benchmark Data based on DIBELS Next assessment. Performance calculation includes all students assessed on the End-of-Year measure.
- Grade 3-5 Literacy and Math Data based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).
- Grade 5 Science Data based on the Measurements of Student Progress (MSP) and starting Spring 2018 on the Washington Comprehensive Assessment of Science (WCAS) reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).

IV. CIP Reflection: Evaluate Outcomes of 2017-18 Goals

Mark Twain staff is committed to improving student performance and deepening our understanding of the Common Core State Standards by working in collaboration with grade level teammates and specialists and using Wonders, our core curriculum along with Wonder Works the intervention companion program. We continued to unwrap priority standards to better know and understand what students need to know and can do at each grade level. We also continued to share and train the staff to ensure the process follows a structured set of expectations including: identifying a priority standard, developing a common formative assessment, collectively scoring student assessments, analyzing what skills proficient and non-proficient students possess, agreeing to instructional strategies and an instructional timeframe, and post-assessing. This collaboration also includes specialists, Special Education, Safety Net, and ELL staff.

2017-2018 Goal <i>(example: 88% will meet or exceed standard as measured on the Spring, 2018 End of Year DIBELS)</i>	Achievement Outcome <i>(example: 83% met or exceeded standard as measured on the Spring, 2018 End of Year DIBELS)</i>
Literacy: K-2 Reading Goal: 82% of our K-2 students will reach proficiency by spring 2018 as measured by DIBELS.	Outcome: 84% met or exceeded proficiency as measured on the spring 2018 EOY DIBELS.
Narrative Reflection: <ul style="list-style-type: none"> • As teams, we continue to work to have common practices with the intention of reinforcing comprehension skills. Among the tools we used to foster comprehension skills: small leveled group instruction; systematic Reading Wonders measures of fluency; re-reading strategies, partner reading, and vocabulary work using dictionaries and thesauruses. • Continue flexible groups to meet student needs; use classroom teachers to provide challenge and support staff to “double dose” below-standard learners; focus on fiction and non-fiction text. • Units of Study which are interconnected across the content areas. • Writing Homework. • Grade level planning. • Use of LEAP time for teams to meet and track student progress towards goals and to develop strategies for differentiation to meet student needs both high and low. • Staff has spent time in Grade levels discussing and examining instructional skills, now putting them to practical use. • ELL support for struggling readers including the use of supplemental technology (Alcx and Lexia) as a tiered level of support. • Additional Instructional Assistant time to provide small learner groups to support struggling learners. • Use of district and classroom assessments to provide on-going data on student progress. 	

- Targeted use of leveled readers for differentiated instruction.

Kindy:

- IA support
- ELL support
- Safety Net
- Parent support/small group work
- BURST
- Small group rotations
- Progress Monitoring

1st Grade:

- For students who are not yet at standard, we continue to focus on: Small-group support (Special-Education, ELL, Safety Net, IA support), high frequency word list, progress monitoring (using Wonders passages and DIBELS progress monitoring passages), Wonders’ decodable readers, take-home reading program, partner-reading, guided reading groups.

2nd Grade:

- Teachers will work together with intervention teachers to align reading and student goals. Teachers will do the same for safety net. Teachers will also work with appropriate intervention teachers to modify curriculum and provide accommodations for different students.
- Resources include: wonder works, wonders, head sprout, para reading groups, leveled readers, SPED time, take home readers on-going progress monitoring.

Literacy: 3-5 ELA Goal:

74% of our 3-5 students will reach proficiency by spring 2018 as measured by Smarter Balanced Assessment.

Outcome:

80% of students in grades 3-5 reached proficiency on the Spring 2018 Smarter Balanced Assessment.

Narrative Reflection:

As teams, we have established common practices with the intention of reinforcing comprehension skills. Among the tools we used to foster comprehension skills: small leveled group instruction; systematic Reading Wonders measures of fluency; re-reading strategies, partner reading, and vocabulary work using dictionaries and thesauruses Focused skill development using. Focused skill development using:

- Writing Workshop
- Shared/Modeled Writing
- Small group work
- Partner Reading
- Conferring with readers.
- Monitoring progress using running records and Oral Reading Passages
- Practice retell, friendly letters, and units of study, adding details to writing, correct use of conventions.

- Journaling (All Grades)
- Writing Workshop

- Grade level planning
- Use of LEAP time for teams to meet and track student progress towards goals and to develop strategies for differentiation to meet student needs both high and low.
- Staff has spent time in Grade levels discussing and examining instructional skills, now putting them to practical use.
- Ell support for struggling readers and use of supplemental curriculum and supports.
- Focused IA time to help, but also provide small learner groups to support struggling learners.
- Use of district and classroom assessments to provide on-going data on student progress.
- Targeted use of leveled readers for differentiated instruction.

3rd Grade:

- The action plan will include Wonders curriculum-adapted/differentiated instruction.
- Envision: adopted/differentiated instruction.
- Some students have been identified to receive additional remedial support around math before school.
- Safety Net, IA support and student mentors.

4/5 Grade:

- Safety Net, Para push-in, small group re-teach.
- Collaborative conversations between the general education teachers and intervention support to align curriculum. Specifically, ensuring that ELL and Safety Net are using their respective Wonders aligned curriculum and working with the general education teacher to ensure continuity.
- Progress monitoring on a regular basis to inform instruction.

Math: 3-5 Math Goal:

74% of our 3-5 students will reach proficiency by spring 2018 as measured by Smarter Balanced Assessment.

Outcome:

75.4% of students in grades 3-5 will reach proficiency on the Spring 2018 Smarter Balanced Assessment.

Narrative Reflection:

- Analysis of district and classroom assessment data (CDSA's, CBM's, Performance assessments).
- Use of OSPI SBA resources; administering the interim assessment and giving students an opportunity to gain exposure to the test and formatting.
- Working as a grade level band to differentiate instruction or all learners; use of math journals; Monthly Math Grade level collaboration on the EnVision Math program, its components and on-line resources for students and parents.

- Use of LEAP time for teams to meet and track student progress towards goals and to develop strategies for differentiation to meet student needs.
- Administer and review assessments to provide data on student progress as well help drive instruction.
- Additional Instructional Assistant time to help but also provide small learner groups to support struggling learners.
- Supplemental math support through IXL, to complement envision curriculum and allow student to continue and reinforce skills at home.
- I.X.L. assignments that aligned with classroom instruction; administration of CDSA tests, even though they weren't mandatory; small leveled group instruction; and regularly scheduled "Quick Check" assignments, with an emphasis on explaining strategies.
- Making connections – what measurements are meaningful to us? (ex: your finger is about a cm wide, a paperclip is about a gram).
- Questioning strategies: Encouraging parents and students to ask themselves: "What is the strategy you are using?" "Why are you using it?" "Is there another way to solve this problem?"
- Before school math intervention in grades 3/4.

3rd Grade:

- Envision: adopted/differentiated instruction.
- Some students have been identified to receive additional remedial support around math before school.
- IA support and student mentor.
- As a grade level 3rd grade has continued to develop and evolve the data team process as part of their instructional practice.

4/5 Grade:

- IA/ Para push-in, small group re-teach.
- Before school math, student mentor.
- Both grades put significant time and instructional practice into multi-step problem solving. They continue to see value in focusing on this concept and so much of their intervention focuses on this skill.

Science: 5th Science Goal:

80% of 5th grade student will be proficient as measured by the spring.

Outcome:

76% of students in grade 5 will reach proficiency on the Spring 2018 Science WCAS.

Narrative Reflection:

- School Wide:
- Science notebooks
- Integration with informational text
- Collaborate on Science instruction
- Grade level planning
- Build excitement and interest in Science through effective teaching of FOSS units.
- Work to implement modules according to FOSS recommendations.

- Provided extension to grade level learning through outside programs such as, Physics of Sound Workshop
- Introduce and use scientific vocabulary for each Investigation
- Utilize the science FOSS literature and writing assignments
- Have students work in cooperative teams during investigations
- Use a K-6 continuum of skills for the process of the scientific write-up; encourage participation in the PTSA sponsored Science Fair, Bridge Building Fair

Achievement Gap:	Outcome:
By the end of the year 2017-2018 school year, 25% of ELL students should reach English proficiency.	25% of ELL students were proficient by the end of the 2017-2018 school year.

Narrative Reflection:

These students received small group instruction five days a week. They were closely monitored using formative assessments. They received direct instruction either using BURST at the kindergarten level to Wonder Works and Wonders curricula, in addition to their core literacy instruction. In a small group setting, these students had ample opportunities to practice listening, speaking, reading, and writing skills. Instruction highlighted vocabulary, reader's theater, and writing in response to reading. Students received direct instruction on Tier II vocabulary, which helps EL students access the core curriculum. The small group format lowers students' affective filter and builds confidence. This is particularly important for students acquiring English. In addition, peer-to-peer interactions help students gain language models and promote a supportive learning environment.

The Safety Net team worked to foster a strong home-school connection through invitations to reader's theater performances, family participation in practicing fluency at home, hosting a Parent Literacy Night event, and communicating student progress regularly. These efforts helped EL families learn about our school culture and provide effective support at home.

School effectiveness Goal:	Outcome:
Staff members will connect with each other outside of grade level teams from 71% agreement to 80% agreement. This goal will also reflect vertical articulation as well.	Staff reported on the 2017-2018 Nine Characteristics survey that 19% completely agreed, 31% mostly agreed and 38% slightly with staff members will connect with each other outside of grade level teams.

Narrative Reflection:

Although our total percentage reflects we made our goal, it does not necessarily describe the whole picture. Our focus last year was not on vertical articulation. Through our

discussion as a staff we determined that we needed to focus more attention on grade level collaboration especially around writing, science standards and handwriting.

Attendance Goal:

Monitor and track monthly attendance data for all students in K-5 students. The goal is a 97% monthly attendance rate for each grade.

Outcome:

By the end of the year our monthly attendance for all students in grades K-5 was 96%.

Narrative Reflection:

For our attendance goal, we took a public approach and made our community aware of what our goal was. We also posted our progress in the main hallway outside of the office, tracking each grade levels performance. In addition, we sent regular reminders in our newsletters about the importance of attending school on a regular basis. The outcome resulted in our goal being achieved on a regular monthly basis the second half of the year.

Discipline Goal:

Discipline: We will reduce office referrals by 10% from the previous year by implementing: restorative conversations between students along with continued training for staff on de-escalation and supervision strategies.

Outcome:

Our monthly discipline referral rate dropped, however the exact amount is variable.

Narrative Reflection:

In terms of our behavior goal, we successfully decreased our discipline referrals by having a better understanding by our support staff of what constitutes an infraction. In addition, our data was able to identify areas or personnel who appeared to require additional training to allow them to better perform their job.

Reflection on 2017-2018 Strategies for Parent, Family and Community Involvement:

2017-18 Strategies to involve parents, families and the community in the CIP process:

- Close working relationships with Safety Net, ELL, Special Ed and families/community
- Use of Instructional Assistant and parents to support the CIP by teaching small groups of strategic students and 1 on 1
- Survey and gather feedback
- Reading with Big Buddies
- Take Home Readers
- Parent Volunteers
- Community Volunteer: Listens to students read Just Right Books

- Accessing PTSA grants to help support math club, before/after school academic support
- Weekly parent communication via newsletter, emails, Haiku
- Class Meetings
- Behavior and Homework Contracts

Reflection on Outcome:

We continue to evaluate our effectiveness with involving and gathering input from our parent community.

2017-18 Strategies to inform parents, families and the community in the CIP process:

- PTSA sponsored events
- Presenting CIP at the PTSA board meetings
- Showcasing goals and achievements
- Celebrating success
- Student centered goal setting conferences
- Parent education opportunities - parenting workshops, coffee hours with the principal
- Electronic school news
- School messenger

Reflection on Outcome:

We continue to have a strong partnership between the PTSA and the school. Staff attend PTSA functions to support, but more importantly to educate our community on the happens at Mark Twain.

We also ensure that we are sending regular communication to our parents via the school but also the PTSA to ensure we are maintain a transparent relationship.

V. Annual School Goals, Strategies, Resources and Progress Monitoring for 2018-2019

2018-2019 SMART Goals, Strategies and Resources

Literacy: K-2 Reading SMART Goal:

87 % of our K-2 students will reach proficiency by spring 2019 as measured by EOY DIBELS .

Literacy K-2 Reading:

The goal of 87% was determined by analyzing past data growth from 15-16 and 16-17 and 17-18 school years and comparing it to where our students in each grade level were starting this year. Some grade levels started higher and some lower regarding DIBELS scores. Using the data, we made a strategic decision about our goal using other assessments.

Kindy:

- Our focus continues to be developing strong foundations around reading. This will occur with the support of parent volunteers, big buddies, and literacy centers focusing on specific skills
- IA support
- ELL support
- Safety Net along with utilizing Lexia
- Parent support/small group work
- SIPPS
- Small group rotations
- Progress Monitoring
- Additional Home support
- Leveled learning groups and just right readers

1st Grade:

- IA support, working collaboratively with the safety net and ELL to support classroom instruction along with SPED
- Leveled readers, one on one support in the classroom
- Take home readers, as well as communicating with parents regarding the importance of home academic support
- We will need progress monitoring passages throughout the year to continually assess and document student progress, access to the building book room to ensure students can choose books at their own level
- We have put together many progress monitoring passages and have them centrally located for all 1st grade teachers to access, we all also have access to the book room and our students who need different or additional books will be guided to the book room

2nd Grade:

- Leveled reading books
- Just right reading books
- Literature groups teaching fluency skills for advanced students
- Wonders
- Using resources in school for ideas –collaboration, vertical teaming
- Take home readers
- Utilize supplemental materials such as Read naturally at different levels
- Small groups
- Fluency passages (Read Naturally, Zoo Fluency)
- Lexia with low students not at standard
- Rosetta Stone for EL students
- 20 minutes of reading at home for homework (Reading Log)
- Intention instruction in phonics patterns and site words
- Weekly comprehension assessment
- Monthly fluency passages
- Daily language review/ Dictation Assessment

Professional Learning:

- Continue to explore ways to differentiate and meet student needs
- Continue to determine what the curriculum offers to support student learning
- Release time for collaboration and team planning
- Learning Walks
- Data teams

Responsible Team or Individual:

- Administration
- Grade level teachers
- Support personnel - Safety Net, ELL SPED
- Classified support personnel

Resources Needed:

- Collaborative opportunities
- PLC Time
- Data Team time

Determining Interventions:

- Teacher Determined
- Grade Level determined Staffing
- SIT/BIT
- Guidance Team

Timelines and Progress Monitoring Plans:

- Progress monitoring is occurring at all levels to help inform and drive instruction. K-2 will continue to use DIBLES as their multi point, across time tool along with district and curricular assessments to monitor growth.

Literacy: 3-5 ELA SMART Goal:

80 % of our 3-5 students will reach proficiency by Spring 2019 as measured by Smarter Balanced Assessment.

Literacy 3-5 Reading:

The goal of 80% was determined by analyzing past growth data with this cohort group using historical cohort data. We'll use the strategy to expand their paragraphs into longer form essays. We will be intentional about teaching the writing process and writing as a response to reading with the new curriculum. We will utilize building release to co-plan in grade level teams. Students will use also be exposed to the SBA interim assessments this year.

3rd Grade

- Data team cycles
- Small group instruction
- Typing practice
- Multi-media instruction (listening to reading, using technology to generate ideas, etc.)
- Integrating reading with other subjects
- SIOP strategies
- SBA interim assessments
- Word work
- Students meet with teachers in targeted groups based on their reading level. Students who are at risk according to DIBELS receive support from Safety Net teachers. Students have extensive choice in reading books that are appropriate for their interests and reading level
- Students who struggle with reading fluency will be monitored using DIBELS. Based on formative and summative assessments created by the district and Wonders, students will be grouped for targeted instruction

4th Grade

- Continue flexible groups to meet student needs; use classroom teachers to provide challenge and support staff to “double dose” below-standard learners; focus on fiction and non-fiction text
- Use of LEAP time for teams to meet and track student progress towards goals and to develop strategies for differentiation to meet student needs both high and low
- Grade level and vertical collaboration to discuss student work.
- Safety Net and ELL support for struggling readers
- Additional Instructional Assistant time to aid but also provide small learner groups to support struggling learners
- The Double Dose time will be taught through Safety Net and be designed to pre-test skills, teach skills and Progress monitoring will continue with all learners who are not at standard
- Use of district and classroom assessments to provide on-going data on student progress
- Use of OSPI MSP resources to target instruction

5th Grade

- Process used to determine goal: Examination of prior SBA scores, Wonders weekly tests scores, classroom trends, students currently receiving reading and language intervention, and student responsibility for learning
- Extension opportunities (differentiated)
- Small group instruction
- Differentiation of instruction
- Teacher observation
- One-on-one/small group instruction
- Student feedback
- Weekly progress monitoring with Wonders Assessments
- Weekly progress reports with intervention teachers

Professional Learning:

- Continue to explore ways to differentiate and meet student needs
- Continue to determine what the curriculum offers to support student learning
- Release time for collaboration and team planning
- Learning Walks
- Data teams
- UDL

Responsible Team or Individual:

- Administration
- Grade level teachers
- Support personnel - Safety Net, ELL SPED
- Classified support personnel

Resources Needed:

- Collaborative opportunities
- LC Time
- Data Team time

Determining Interventions:

- Teacher Determined
- Grade Level determined Staffing
- SIT/BIT
- Guidance Team

Timelines and Progress Monitoring Plans:

- Grades 3-5 will utilize large scale assessments such as the SBA, but will also utilize district CDSA's in math, ELA performance assessments as well as topic assessments provide by the Envision and Wonders curriculums and those generated by classroom teachers
- Safety Net students are progress monitored ~every 4 weeks
- Students complete a summative reading assessment at the end of every Wonders assessment every 5 weeks

Math: 3-5 Math SMART Goal:

71% of our 3-5 students will reach proficiency by Spring 2019 as measured by Smarter Balanced Assessment.

Math 3-5

The goal of 71% was determined by analyzing classroom-based mathematics scores for the 3rd grade cohort (including end-of-topic tests and PGE data collection assessment scores). 4th and 5th grades used previous year SBAC data, current math assessments and knowledge of students. We will support basic fact mastery in our classrooms and by utilizing technology resources including IXL, Singapore math. The technology will also create more opportunities to student to work on remedial skills or push their understanding above grade level concepts. We have also identified math problem solving as an area of continued growth specifically multi-step problem solving. The grade band will focus on strategies to support students in this area along with other math concepts.

3rd Grade:**Math Strategies:**

- As a team, we have instituted common methods with the intention of reinforcing number sense concepts and skills. Among the tools we will use: Dream Box. assignments that aligned with classroom instruction; administration of CDSA tests, even though they weren't mandatory; small leveled group instruction; and regularly scheduled "Quick Check" assignments, with an emphasis on explaining strategies
- Data team cycles
- Dream box
- Small group instruction
- Emphasis on math fact fluency
- Daily problem-solving practice
- Enrichment projects for at and above grade level
- SIOP strategies
- SBA interim assessments
- Small group instruction – helping students to break problems apart and solve one step at a time
- Modeling how to write clear, accurate responses to Quick Check assignments, using a student-made rubric to evaluate clarity, thoroughness and accuracy of explanations of problem-solving strategies
- Use of many strategies, models and diagrams to inculcate the following concepts and skills: place value, composing and decomposing numbers into component parts, multiplication and division facts and applications, and understanding and applying fractions
- Pre/post assessments for math topics to gather data about what students already know, this information allows us to meet students where they are in their learning. We provide enrichment opportunities for students who already know the content and targeted intervention for those who lack the foundational skills to meet the standard

4th Grade:

- Continue using the envision Curriculum; differentiate instruction/homework for all learners; use of math journals; Monthly Math Grade level collaboration on the envision
- Math program, its components and on-line resources for students and parents.
- Use of LEAP time for teams to meet and track student progress towards goals and to develop strategies for differentiation to meet student needs
- Use of state, district and classroom assessments to provide data on student progress as well help drive instruction
- Additional Instructional Assistant time to support learning but also provide small learner groups to support struggling learners
- Walk to Math, Dream box, Math Centers and Rotations, SPED push in, student mentoring
- Data collection: Topic Tests, Quick Checks, Interim Assessment, MDIS
- Supplemental math support through Dream Box, to complement envision curriculum and allow student to continue and reinforce skills at home
- International Game Nights – designed to expose kids to games of which many are math related
 - Continue to add additional games, books and materials to the Math Resource Room for students and teachers
 - Developing meaningful math homework, and math fact work
- Analysis of district and classroom assessment data (CDSA's, CBM's, Performance assessments)
- Use of OSPI SBA resources to target learning

5th Grade

Math Strategies:

- Process used to determine goal: Examination of prior SBA scores, Envisions topic tests scores, envisions quick check scores, classroom trends, students currently receiving math intervention, and student responsibility for learning.
- Safety Net (math)
- Paraeducator push-in
- Small group re-teach
- Progress monitoring on regular basis to inform instruction
- Continued collaborative conversations between teachers, support staff, and parents
- Extension opportunities (differentiated)
- Small group instruction
- Differentiation of instruction
- Monitoring of topic assessments and quick checks
- Teacher observation
- One-on-one,/small group instruction
- Student feedback

Determining Interventions:

- Teacher Determined
- Grade Level determined Staffing
- Walk to Math – utilization of on-going assessment to determine growth and student groupings

- Integration of SPED teacher into walk to math program.
- SIT/BIT
- Guidance Team

Progress Monitoring:

- Weekly progress monitoring with topic assessments
- Weekly progress reports with intervention teachers
- Grade level monitoring with data board

Science: 5 Science SMART Goal:

75% of 5th grade student will be proficient as measured by the Spring 2019 State Science Assessment (NGSS).

Process used to determine goal:

- Our 5th grade team has spent some time reviewing student performance on the Spring 2018 State Science Assessment as well as curricular assessment to determine our goal for this academic year.

Strategy to support goal:

- Supplemental NGSS lessons

Challenge and Rigor:

- Student choice to lead presentation in the spring on earth science

How interventions will be determined:

- Formative assessment on a unit-by-unit basis

Professional Learning/Resources:

- Release day to plan supplemental lessons and materials for NGSS standards

School Effectiveness SMART Goal:

Staff members will connect with each other outside of grade level teams from 71% agreement to 80% agreement. This goal will also reflect vertical articulation as well.

- The Nine Characteristics Survey given in the spring was used to identify areas of focus need.
- The decision as to which area to focus on this year was processed first by the Twain CIP/Leadership team. The goal of the team is to identify, prioritize, plan, and initiate the work of the building. It gathers information and makes recommendations with the goal of improving not only student performance but the culture and environment of the building. It is representative of the different grade levels and staff members. The CIP/Leadership team went back to their respective grade teams and discussed areas they felt were important for the building to focus on. As the process evolves, the team prioritized and made some

suggestions as it related to team building or identifying days to be collaborative or provide opportunities for collegial time. From there, LEAP time was mapped out with focus points and activities and voted upon by the staff. Additional events to create collegiality and team building were also done to build positive relationships among staff, during and after the work day.

- We set this goal last year as well and did not achieve it. We still feel it is important, so we decided to set the goal again.
- To help support our efforts our focus this year around Equity and MTSS, specifically UDL will allow for more opportunities for vertical integration and articulation of staff.

Annual School Goals: Achievement Gap Goal:

By the end of the year 2018-2019 school year 25% of ELL students should reach English proficiency and exit ELL services.

- We continue to focus on ELL as our subgroup because we continue to see more and more students enroll at Mark Twain who are English language learners and the achievement gap continues to grow.
- We feel strongly that our level three students are in the best place to make the greatest growth at this point through additional pull out and push in support.
- Extra support will be provided through ELL and Safety Net. Along with small group instruction from certificated and classified staff as well.
- We will ensure that students receive necessary intervention by supporting students through small group intervention, continuous progress monitoring, and assessment.
- We will progress monitor students through DIBELS tri-annual assessment as well as curricular based assessments.

Attendance SMART Goal:

Our 2018-2019 goal is to continue to meet our 97% daily attendance rate as in previous year but to decrease the number of tardy to school through education, communication and rewarding those classes that demonstrate the least daily tardiness over the month.

- Student attendance rates at Mark Twain Elementary demonstrate an overall commitment to attending school. A concerted effort last year was placed on informing and celebrating attendance success rates. We were able to reach our goal of 97% grade level monthly attendance. However, after looking at our overall monthly data for the last couple of years we determined that although our daily attendance rates were improving we had a major problem around tardiness and arriving at school on time. Factors contributing to these attendance rates could include:
 - The number of siblings in each of these grades
 - Parent perceptions towards arriving on time and not
 - Later start times, traffic, importance/value
 - Parents unaware how quickly tardiness can add up

Therefore, our goal this year is to progress monitor our daily tardiness rate and continue to educate and inform our parent community. Our goal will be to educate our parent community with on-going communication and information through our class and building newsletters. We will show case on a bulletin board outside the office to our progress across grade levels and celebrate our achievements.

Discipline SMART Goal:

Discipline: we will reduce office referrals by 10% from the previous year by implementing: restorative conversations between students along with continued training for staff on de-escalation and supervision strategies.

The staff will be working collaboratively to ensure existing systems are effective and efficient and we will work to modify or add systems to meet the current needs of our students. More specifically, we will better track our discipline data to identify trends in discipline that may include: location, time of day and activity.

Strategies to reduce discipline include:

- School wide implementation of social skills curriculum Second Step
- We also have developed a school wide focus on community and building connection through our language, our assemblies and how we celebrate students and staff success.
- Continued explicit teaching about ways in which we keep our school community safe from bullying and other anti-inclusive school behaviors
- Professional development opportunities for IA's and support staff – "How to deal with difficult kids"
- On-going opportunities to have collaborative conversations with staff and colleagues on proactive strategies
- Implementation of reflection forms for students to complete to decrease repeated behaviors

Progress monitoring will be by the principal monthly to see the number of referrals, as well as the type of infractions to identify, understand, and support the needs. Data will be shared with the BLT on a quarterly basis.

VI. Parent, Family and Community Involvement Strategies for 2018- 2019

2018-19 Strategies to involve parents, families and the community in the CIP process:

- Volunteer opportunities to work on grade level CIP goals such as reading at the primary levels. Close working relationships with Safety Net, ELL, Special Ed and families/community
- Providing opportunities for parent to mentor or share information that would assist staff with Culturally Relevant teaching or around our building Equity work.
- Survey and gather feedback
- Parent education opportunities around topics of importance with our community
- Accessing PTSA grants to help support math club, before/afterschool academic support
- Weekly parent communication via newsletter, emails, Haiku

2018-19 Strategies to inform parents, families and the community in the CIP process:

- PTSA sponsored events
- Presenting CIP at the PTSA board meetings
- Showcasing goals and achievements
- Celebrating success
- Student centered goal setting conferences
- Parent education opportunities - parenting workshops, coffee hours with the principal
- Electronic school news
- School messenger