

Port Angeles School District
Dry Creek Elementary School

Needs Assessment

By:

Completed On:



Continuous
School Improvement Plan
2017 - 2018

Board Meeting – October 19, 2017

DIRECTIONS

The process for developing your Continuous School Improvement Plan is outlined below. Decide where you need to put your focus in order to reach your specific learning improvement goals. Feel free to attach as appendices school-specific surveys, evaluations, assessments, self-study documents, or other information that will be descriptive and supportive of your plan.

PART 1: DISTRICT STRATEGIC PLAN SUMMARY - STRATEGIC GOALS AND OBJECTIVES

Establish priority goals for improvement based on the district strategic plan. Establish building-level objectives to meet major goal expectations.

PART 2: DATA ANALYSIS

Collect and analyze critical information.

PART 3: AREAS OF STRENGTH AND IMPROVEMENT

Determine needs and strengths.

PART 4: ACTION PLANS

Design action plans complete with responsibility designation, timelines, and indicators of success.

PART 5: NUTRITION AND PHYSICAL FITNESS POLICY 6700

Each school will report their educational plan biennially to the Board.

PART 6: CHARACTERISTICS OF HIGH PERFORMING SCHOOLS

PART 7: STUDENT TUTORIAL/ENRICHMENT STRATEGIES SUMMARY

Briefly summarize your school's strategy for student remediation. Specific strategies, numbers of students, staff responsible, and timeline for implementation and other related details should be found in the action plans. Student remediation strategies are coherent, and action steps demonstrate responsiveness to student tutorial needs. This summary should clearly describe a comprehensive approach embedded in strategies.

PART 8: SCHOOL PROFESSIONAL DEVELOPMENT SUMMARY AND RESOURCE PLAN

Please identify all of your school's professional development activities. Identify the staff group(s) participating in the activity. Identify only the budget estimates that total to your school's basic staff development allocation.

PART 9: EXECUTIVE SUMMARY

Summarize your Continuous School Improvement Plan. Please submit to the superintendent a preliminary revision of your draft by Monday, October 9, 2017. Presentation will be at the Thursday, October 19, 2017 Board meeting. A mid-year review is due for presentation at the February 22, 2018 Board meeting. Information for a Final report by the Assistant Superintendent is due for presentation at the June 21, 2018 Board meeting.

PART 10: SIGN-OFF SHEET

An original sign-off sheet that includes the names, positions, and signature of your site team must accompany the final plan on October 19, 2017.

PART 1: DISTRICT STRATEGIC PLAN SUMMARY - STRATEGIC GOALS AND OBJECTIVES

STRATEGIC GOALS AND OBJECTIVES FOR 2017-18

Directions: Please make sure that the district’s strategic plan goals are identified in the following spaces.

GOAL 1	Organizational Culture: All participants in our organization exhibit enthusiasm, feel valued, and find joy in their commitment to student learning and achievement.
OBJECTIVE(S)	1:1 Create a culture of trust among staff, students, and community.
	1:2 Create an efficient and effective communication system where the decision-making process is transparent and all stakeholders are well informed.
	1:3 Have 100% of students in Grades 7 – 12 engaged in extracurricular activities.
GOAL 2	Student Achievement: All students will graduate and be prepared to live up to their potential and have the tools to pursue their aspirations.
OBJECTIVE(S)	2:1 All students receive engaging, informative instruction throughout the system as demonstrated by student/parent data.
	2:2 All students will receive the necessary support to successfully matriculate through the system.
	2:3 Reinstate all-day kindergarten as soon as fiscally sustainable.
GOAL 3	Resources: To have the resources (time, talent & treasure) necessary to meet district student achievement goals.
OBJECTIVE(S)	3:1 Create a more efficient and equitable resource distribution system.
	3:2 Create an infrastructure that supports student learning.
GOAL 4	Adaptability: To be adaptable in our support of student achievement.
OBJECTIVE(S)	4:1 Create a data-driven adaptable education system.
GOAL 5	Community: To have community support for the value of education in the midst of community changes and to have education as The Priority in The Port Angeles community.
OBJECTIVE(S)	5:1 Leverage community resources and Expertise to further the education of all students.

PART 2: DATA ANALYSIS

SBA & MSP DATA

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

Directions: Enter the scores on the READING, MATH and WRITING Sections of the MSP and SBA.

Analysis Tool/ Measurement Device	SBA 2016	State 2016	SBA 2017	State 2017	Analysis Tool/ Measurement Device	SBA 2016	State 2016	SBA 2017	State 2017
Reading/ELA 3: % of students at each level					Math 3: % of students at each level				
Level 1:	14.0	21.5	33.3	23.8	Level 1:	14.2	18.2	24.0	19.9
Level 2:	20.0	22.1	18.5	21.7	Level 2:	22.4	20.8	22.2	20.4
Level 3:	36.0	23	35.1	22.7	Level 3:	28.5	31	37.0	29.4
Level 4:					Level 4:				
Level 4:	30.0	30.9	12.9	29.5	Level 4:	34.6	27.5	16.6	28.1
Reading/ELA 3: % Meeting Standard:	66.0	54.3	48.0	52.6	Math 3: % Meeting Standard:	63.1	58.9	53.7	57.8
% Not Meeting Standard:	34.0	45.6	51.8	47.3	% Not Meeting Standard:	36.6	41	46.2	42.1

Analysis Tool/ Measurement Device	SBA 2016	State 2016	SBA 2017	State 2017
Reading/ELA 4: % of students at each level				
Level 1:	29.4	23.1	42	25.2
Level 2:	23.5	18	16	17.7
Level 3:	19.6	24.5	33	24
Level 4:	27.4	32	09	30.7
Reading/ELA 4: % Meeting Standard:	47.1	57	42	55.2
% Not Meeting Standard:	52.9	42.9	58	44.7

PART 2: DATA ANALYSIS

SBA & MSP DATA

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

Directions: Enter the scores on the MATH, SCIENCE, and READING sections of the MSP and SBA.

Analysis Tool/ Measurement Device	SBA 2016	State 2016	SBA 2017	State 2017	Analysis Tool/ Measurement Device	MSP 2016	State 2016	SBA 2017	State 2017
Math 4: % of students at each level					MSP Science 5: % of students at each level				
Level 1:	23.5	15.7	21.0	17.3	Level 1:	7.5	15.4	24.5	15.7
Level 2:	27.4	26.9	35.0	26.5	Level 2:	28.3	17.1	12.2	18.8
Level 3:	37.2	28.3	37.0	27.7	Level 3:	41.5	31.8	36.8	29.7
Level 4:	9.8	26.6	7.0	26.2	Level 4:	22.6	32.9	22.8	33.2
Math 4: % Meeting Standard:	49	55.4	44.0	54.3	MSP Science 5: % Meeting Standard:	64.2	65.3	59.6	63.4
% Not Meeting Standard:	51	44.5	56.0	45.6	% Not Meeting Standard:	35.8	34.6	40.3	36.5

Analysis Tool/ Measurement Device	SBA 2016	State 2016	SBA 2017	State 2017	Analysis Tool/ Measurement Device	SBA 2016	State 2016	SBA 2017	State 2017
Reading/ELA 5: % of students at each level					Math 5: % of students at each level				
Level 1:	20.8	20.1	42.1	21.9	Level 1:	30.2	23.3	42.1	25
Level 2:	28.3	17.4	17.5	17.7	Level 2:	39.6	25.5	22.8	24.6
Level 3:	37.8	32.1	21.0	31	Level 3:	18.9	20.2	19.2	19.5
Level 4:	13.2	27.4	17.5	27.2	Level 4:	11.3	28.5	14.0	28.8
Reading/ELA 5: % Meeting Standard:	50.9	60.1	38.5	58.6	Math 5: % Meeting Standard:	30.2	49.2	33.3	48.6
% Not Meeting Standard:	49.1	39.8	61.4	41.3	% Not Meeting Standard:	69.8	50.7	66.6	51.3

PART 2: DATA ANALYSIS

SBA & MSP DATA

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

Directions: Enter the scores on the READING and MATH sections of the MSP and SBA.

Analysis Tool/ Measurement Device	SBA 2016	State 2016	SBA 2017	State 2017	Analysis Tool/ Measurement Device	SBA 2016	State 2016	SBA 2017	State 2017
Reading/ELA 6: % of students at each level					Math 6: % of students at each level				
Level 1:	15.4	18.3	21.5	19.2	Level 1:	39.2	23.5	27.4	23.9
Level 2:	32.7	23.2	37.2	23.4	Level 2:	25.5	26.3	50.9	25.9
Level 3:	44.2	34.2	37.2	34.2	Level 3:	27.5	21.5	11.7	21.9
Level 4:	7.7	21.8	3.9	20.7	Level 4:	7.8	26.2	9.8	25.9
Reading/ELA 6: % Meeting Standard:	51.9	56.5	41.1	55.5	Math 6: % Meeting Standard:	35.3	48	21.5	48.2
% Not Meeting Standard:	48.1	43.4	58.8	44.4	% Not Meeting Standard:	64.7	51.9	78.4	51.7

Needs Assessments Implications:

Observations:

- Dry Creek Elementary *did not meet* state standards in math, ELA or Science at any grade-level.
- Our Third Grade ELA scores are at 51.8% not meeting standard, dropping 18% from meeting standard the previous year
- Our 6th-Grade math scores are at 78.4% NOT meeting standard, down 13.7% from 2015-2016

Implication:

- For any school where more than 40 percent of tested students score L1/L2 on the 3rd grade ELA assessment the district must implement an intensive reading and literacy improvement strategy for students in grades K-4 at the school(s) from the state ELA Menu of Best Practices. Thus we will be looking intensively at K-4 literacy practices and implementing state approved practices in core instruction and RTI/Sped services.
- One sixth-grade teacher is delivering all math instruction for cohort. Intense Professional Development and frequent progress monitoring will be implemented to assure this is a continued arrangement.
- Dry Creek staff will receive intensive professional development in ELA best practices, Backwards-Design, PLC work and SEL strategies

PART 2: DATA ANALYSIS

SBA & MSP DISAGGREGATION DATA

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

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 2016	State 2016	SBA 2017	State 2017	DC vs State		SBA 2016	State 2016	SBA 2017	State 2017	DC vs State		
Male	56	50.5	50	49	+1		68	59.6	46.1	58.6	-12.5		
Female	72	58.4	46.4	56.4	-10		58	58.3	60.7	56.9	+3.8		
Low Income	64	37.7	41.8	35.6	+6.2		64	43.9	51.1	42.1	+9.0		
Special Ed	59	*	*	24.7			51	*	*	28.4			

Sub-Groups	GRADE 4 ELA						GRADE 4 MATH						
	SBA 2016	State 2016	SBA 2017	State 2017	DC vs State		SBA 2016	State 2016	SBA 2017	State 2017	DC vs State		
Male	43	53	40.9	51.5	-10.6		46	56.5	40.0	55.8	-15.8		
Female	50	61.2	*	59			45	54.2	*	52.8			
Low Income	33.3	40.2	36.6	37.9	-1.3		40.7	38.9	36.6	38	-1.2		
Special Ed	30	*	*	22.7			32	*	*	24			

Sub-Groups	GRADE 5 SCIENCE					
	MSP 2016	State 2016	MSP 2017	State 2017	DC vs State	
Male	57.7	64.4	56.2	62.2	-6.0	
Female	70.4	66.2	64.0	64.5	-0.5	
Low Income	47.8	49.4	54.0	46.5	+7.5	
Special Ed	54	*	*	32.6		

PART 2: DATA ANALYSIS

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

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 2016	State 2016	SBA 2017	State 2017	DC vs State		SBA 2016	State 2016	SBA 2017	State 2017	DC vs State	
Male	42%	54.6	28.1	53.6	-25.5		31%	50.1	21.8	49.9	-28.1	
Female	48%	65.8	52.0	63.8	-11.8		30%	48.2	48.0	47.2	-.7	
Low Income	30.4	43.5	29.7	41.2	-11.5		17.4%	32.5	24.3	31.1	-6.8	
Special Ed	43%	*	*	22.2			30%	*	*	17.5		

Sub-Groups	GRADE 6 ELA						GRADE 6 MATH					
	SBA 2016	State 2016	SBA 2017	State 2017	DC vs State		SBA 2016	State 2016	SBA 2017	State 2017	DC vs State	
Male	50%	50.6	38.4	49.8	-11.4		39%	47.1	26.9	47.7	-20.8	
Female	52%	62.7	44.0	61.5	-17.5		26%	49.1	16.0	49.4	-33.4	
Low Income	33.3%	39.3	31.4	37.4	-6.0		13%	30.5	14.2	30.3	-16.1	
Special Ed	36%	*	*	18.2			*	*	*	13.9		

Needs Assessments Implications:

Observations:

- In fifth-grade there is a significant gender gap at Dry Creek with 23.9% more females at standard than males in ELA and 26.2% more females at standard than males. This gap for males in comparison to state is also large at -25.5%
- Males in third -grade have a gender gap of -14.6% from females in math, with a gap between the state at -12.5%
- Our Dry Creek Low Income students outperformed the state in third-grade in ELA and Math and came near the state in fourth-grade math and ELA with -1.2 and -1.3 respectfully.

Implications:

- Dry Creek will be working on understanding trauma and SEL, in regards to both genders, providing resiliency strategies to ensure Educational Equity.
- Awareness of data will be shared with fifth-grade teachers with progress monitoring in six-week cycles.

PART 2: DATA ANALYSIS

INTERNAL ACCOUNTABILITY SYSTEM DATA

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

Analysis Tool/ Measurement Device	Results for 2015-16				Results for 2017-18			
K-WA Kids Assessment (WA-K) Developmental Reading Assessment (DRA) or Analytical Reading Inventory (ARI) Fall, Winter, Spring District Reading Winter Benchmark (percent of students at standard) Or Houghton Mifflin Unit Assessment	Reading				Reading			
	Grade	Fall	Winter	Spring	Grade	Fall	Winter	Spring
	K	*	93%	88%	K			
	1	*	54%	72%	1			
	2	63%	63%	65%	2			
	3	53%	64%	67%	3			
	4	45%	42%	44%	4			
	5	46%	51%	38%	5			
6	43%	45%	44%	6				
NWEA MAP or Curriculum Benchmark Tests District Writing Benchmarks Fall, Winter, Spring (percent of students at standard)	Math				Math			
	Grade	Fall	Winter	Spring	Grade	Fall	Winter	Spring
	K	86%	86%	85%	K			
	1	85%	89%	94%	1			
	2	91%	95%	83%	2			
	3	45%	68%	60%	3			
	4	51%	46%	44%	4			
	5	37%	47%	33%	5			
6	38%	35%	41%	6				
District Science Kit Assessments (FOSS Kits) (percent of students at standard)	Science				Science			
	Grade	Physical Science	Life Science	Earth Science	Grade	Physical Science	Life Science	Earth Science
	K	*	*	*	K			
	1	100%	100%	81%	1			
	2	91%	84%	96%	2			
	3	80%	78%	85%	3			
	4	75%	78%	61%	4			
	5	54%	75%	40%	5			
6	88%	84%	82%	6				

PART 2: DATA ANALYSIS

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 2016-17 (EOY)							Internal Assessment Results for 2017-18						
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	186	91.60%	11	0	0	2	K						
1	121	91.73%	17	0	0	4	1						
2	88	93.88%	2	0	0	1	2						
3	213	90.67%	2	0	0	5	3						
4	83.5	93.17%	2	0	0	0	4						
5	186	93.04%	6	0	0	2	5						
6	101	92.47%	8	0	0	0	6						

Summary of Student Support Services 2016-17 (EOY)				
Grade	Special Education (not speech)	Homeless Number of Homeless Students McKinney Vento	504	Student Assistance Team (SAT)
K	3	3	0	
1	1	2	0	
2	3	4	0	
3	5	2	3	
4	6	2	1	
5	5	1	3	
6	7	1	1	

PART 2: DATA ANALYSIS

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 2016-17 EOY
Attendance Report	Percent of students present per day (2016-17).	92.4%
Unexcused Absences	Total number of absences not excused (2016-17).	564 (1.1%)
Discipline Report	Summary of discipline activity for the building (2016-17).	Drugs/Alcohol: Court Petitions: Tobacco: Expulsions: Weapons: Short-term Suspensions: Fighting/Assaults: Long-term Suspensions:
Free/Reduced Lunch Report	Percent of students where family income is below federally established poverty level (2016-17).	257 (67.6%)
Gender Report	Number of male and female students as reported by the 2016-17 OSPI School Report Card	Males: 186 (50.3%) Females: 184 (49.7%)
Ethnicity Report	Percent of students by ethnic groups as reported by the 2016-17 OSPI School Report Card	American Indian or Alaskan Native: 76 (20.5%) Asian or Pacific Islander: 1 (0.3%) Two or more races: 63 (17.0%) Hispanic: 21 (5.7%) White: 209 (56.5%)
Staff Report	Staff demographic data as reported in the 2016-17 OSPI School Report Card	Gen/Ed Classroom Average Years of Exp: 12.8 Teachers: 26 Percent ≥ a Master’s Degree: Overall Ratio: 65.4%

PART 3: AREAS OF STRENGTH AND IMPROVEMENT

AREAS OF STRENGTH AND IMPROVEMENT

Directions: Remember how important it is to review past trends or changes over time. In reference to the SBA/MSP, analyze changes between Levels 1-4. Consider students who are not meeting standard; students who are at but not above standard; and students who are exceeding standard and determine which group of students needs what type of assistance. Based on individual subtest data or other data you have collected, determine the specific areas of strength and areas for improvement for your students.

AREAS OF STRENGTH	AREAS FOR IMPROVEMENT																																		
<p>Our Dry Creek students from low income households outperformed the state in third-grade in ELA (+6.2) and Math (+9.0)</p> <p>Our Dry Creek students from low income households came near the state in fourth-grade math and ELA with -1.2 and -1.3 respectfully.</p> <p>Our females outscored the state in third-grade math by 3.8%</p> <p>Our males outscored the state in third-grade ELA by 1.0%</p> <p>Our fifth-grade science scores show a +7.5 percentage points above state scores for our low income students.</p>	<p>Dry Creek Elementary <i>did not meet</i> state standards in math at <i>any grade-level in math, ELA and Science</i>.</p> <p>Our Third Grade ELA scores are at 51.8% not meeting standard, dropping 18% from meeting standard the previous year</p> <p>Our 6th-Grade math scores are at 78.4% NOT meeting standard, down 13.7% from 2015-2016</p> <p>Our Native American Students scored significantly lower in math and ELA in all grade levels.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <thead> <tr> <th colspan="2" style="text-align: center;">ELA % at standard</th> <th colspan="2" style="text-align: center;">Math % at standard</th> </tr> <tr> <th style="width: 10%;"></th> <th style="width: 20%;">All</th> <th style="width: 20%;">NA</th> <th style="width: 10%;"></th> <th style="width: 20%;">All</th> <th style="width: 20%;">NA</th> </tr> </thead> <tbody> <tr> <td>3-</td> <td>48</td> <td>19</td> <td></td> <td>53.7</td> <td>31</td> </tr> <tr> <td>4-</td> <td>42</td> <td>25</td> <td></td> <td>44</td> <td>25</td> </tr> <tr> <td>5-</td> <td>38.5</td> <td>09</td> <td></td> <td>49.2</td> <td>09</td> </tr> <tr> <td>6-</td> <td>41.1</td> <td>38</td> <td></td> <td>21.5</td> <td>00</td> </tr> </tbody> </table> <p>Our chronic absenteeism rate is 26.3%</p>	ELA % at standard		Math % at standard			All	NA		All	NA	3-	48	19		53.7	31	4-	42	25		44	25	5-	38.5	09		49.2	09	6-	41.1	38		21.5	00
ELA % at standard		Math % at standard																																	
	All	NA		All	NA																														
3-	48	19		53.7	31																														
4-	42	25		44	25																														
5-	38.5	09		49.2	09																														
6-	41.1	38		21.5	00																														

PART 4: ACTION PLANS

ACTION PLAN

Strategic Plan Goal 1: Organizational Culture: All participants in our organization exhibit enthusiasm, feel valued, and find joy in their commitment to student learning and achievement.

Objective 1.1: Create a culture of trust among staff, students, and community.

Schoolwide Reform Strategies GOAL 1 CEE	Based on last years of CEE data, in collaboration with Dry Creek Stakeholders (Parents and Staff), we will increase the CEE data in the area of GAP data from 68% to below 30%, organizational trust with an average of 55% and celebrating students from 24% to 60%				
	ACTIVITIES	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED Yes Comments
Develop a shared set of values , working agreements and norms of collaboration	August 2017	All Staff Principal	All Staff, Principal	<input type="checkbox"/>	
Development and ongoing meetings and two-way communication between our leadership groups: Sight-Based Management Team and Multi-Tiered Systems of Support Team with staff and community members	August 2017-June 2018	All Staff, Principal	All Staff, , Principal	<input type="checkbox"/>	
Conduct a comprehensive review of our Multi-Tiered Systems of Support and implement changes needed to support Tier 1-2 and 3 in a culturally responsive and equitable manner.	August 2017-June 2018	All Staff, Principal	All Staff, Principal	<input type="checkbox"/>	
Provide open and two-way communication between staff and administration, community and administration and community and staff through an increase on family events, parent events, PTO change in venue, home-visits, phone-calls for positive and newsletters	August 2017-June 2018	SBMT MTSS Principal, Dean	All Staff, Principal		

PART 4: ACTION PLANS

ACTION PLAN

Strategic Plan Goal 2: All students will graduate and be prepared to live up to their potential and have the tools to pursue their aspirations.

Objective 2.1: All students receive engaging, informative instruction throughout the system as demonstrated by student/parent data in ELA.

Objective 2.2: All students will receive the necessary support to successfully matriculate through the system in ELA.

<p align="center">Schoolwide Reform Strategies Goal 2 – ELA</p>	<p>Based on grade level summative assessments, in collaboration with all Dry Creek stakeholders, Dry Creek students will reach or exceed grade-level achievement goals:</p> <ul style="list-style-type: none"> • Kindergarten: 90% of Kindergarteners will know 26/26 upper and lower case letter names and 24/26 letter sounds in random order; • 1st grade: 80% or 49/61 first grade students to achieve a level 16 reading level on their final DRA assessment (including at-standard comprehension and 96% or greater accuracy); • 2nd Grade: On the end of year Dibbles assessment, 75% of second grade students will be considered “low risk” on composite DIBEL score and 75% of our students will be reading at a F & P level of L or higher; • 3rd grade: By June 2018, the 65% will meet proficiency as measured by SBA in ELA- • 4-6th By June 2018, the following cohorts will have at least a 10% increase-based on last year cohort data- in the percentages of students meeting proficiency as measured by SBA in ELA- 4th 58% (34/59), 5th-52% (23/45), and 6th- 49% (30/62). 				
<p align="center">ACTIVITIES</p>	<p align="center">START & END DATES</p>	<p align="center">PERSONS RESPONSIBLE</p>	<p align="center">REVIEWED BY</p>	<p align="center">COMPLETED</p> <p align="center">Yes Comments</p>	
<p>Dry Creek staff will engage in professional development in CCSS understanding of the instructional shifts in instruction, components of OSPI approved balanced literacy implementation, running record implementation, decoding and comprehension strategies, and guided reading implementation.</p>	<p>Sept 2017-June 2018</p>	<p>Principal Grade Level Teams Reading Teacher Resource Room teacher</p>	<p>All Staff, Principal</p>	<p align="center"><input type="checkbox"/></p>	

Revise and progress monitor the implementation of our school-wide response to intervention (Universal screener, progress monitoring, and regular meetings to review data to adjust instruction. Tier 2 & Tier 3 students receive additional small group reading support.	Sept 2017-June 2018	All Staff, Reading Teacher, Resource Room Teacher, and Principal	All Staff, Reading Teacher, Principal	<input type="checkbox"/>	
Dry Creek will immerse themselves in evidence-based and researched-based OSPI approved literacy strategies for core instruction and intervention- including but not limited to balanced literacy approaches, double and triple dosing intervention, and use of blended services. and after-school extended day literacy tutoring beginning no later than January	Sept. 2017-June 2018	All Staff, Principal	Principal	<input type="checkbox"/>	
Dry Creek will use the district funded after-school literacy tutoring to focus on 3 rd - 4 th grade students with the greatest need as measured by 2017 SBA data no later than January 2018.	January 2018-June 2018	Principal, 3 rd -4th grade Teaching team Reading Teacher	Principal, 3rd-4th grade Teaching Team, Reading teacher, Resource Room Teacher		

PART 4: ACTION PLANS

ACTION PLAN

Strategic Plan Goal 2: All students will graduate and be prepared to live up to their potential and have the tools to pursue their aspirations.

Objective 2.1: All students receive engaging, informative instruction throughout the system as demonstrated by student/path data in Math.

Objective 2.2: All students receive necessary support to successfully matriculate through the system in Math.

Schoolwide Reform Strategies GOAL 3 – Math	<p>Based on grade level common formative and summative assessments, in collaboration with all Dry Creek stakeholders, Dry Creek students will reach or exceed grade-level achievement goals:</p> <ul style="list-style-type: none"> • Kindergarten: 90% of Kindergarteners will know all number names 0-30 in random order; • 1st and 2nd grade: 75% of students will meet or exceed the district standard of 70% on the Envisions benchmark assessments. • 3rd grade: By June 2018, the 64% will meet proficiency as measured by SBA in ELA- • 4-6th: By June 2018, the following cohorts will have at least a 10% increase-based on last year cohort data- in the percentages of students meeting proficiency as measured by SBA in math 4th- 64% (38/59), 5th- 54% (24/45), and 6th- 44% (27/62) <p>By June 2018, 80% of all students will make valid growth on grade level MAP math in Spring of 2017</p>				
ACTIVITIES	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	Yes	COMPLETED Comments
Common formative assessments will be used by grade level teams and analyzed in PLC meetings for the purpose of sharing instructional strategies, dynamic and fluid grouping of students and systemic small group differentiated instruction	October 2017-June 2018	Principal Grade Level Teams	Principal Classroom Teachers	<input type="checkbox"/>	
Staff will receive professional development from instructional coaches to understand the breakdown of claims and targets of SBA summative data from last year to develop deeper understanding of areas to improve instruction.	September 2017-June 2018	Instructional Coaches Principal Classroom Teachers	Principal Classroom Staff	<input type="checkbox"/>	

<p>Dry Creek will use the district funded after-school Math tutoring to focus on 3rd- 6th grade students with the greatest need in math no later than January 2018.</p>	<p>January 2018-June 2018</p>	<p>Principal, 3rd-6th grade Teaching team</p>	<p>Principal, 5th & 6th grade Teaching Team, Leadership Team</p>	<p><input type="checkbox"/></p>	
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PART 4: ACTION PLANS

ACTION PLAN

Strategic Plan Goal 2: All students will graduate and be prepared to live up to their potential and have the tools to pursue their aspirations.

Objective 2.2: All students receive necessary support to successfully matriculate through the system.

Schoolwide Reform Strategies GOAL 4 – Closing the Gap: Attendance	Based on the 2016-2017 attendance data, in collaboration with Dry Creek Stakeholders, Dry Creek will reduce the percentage of students identified as having chronic attendance issues from 26.3% to no greater than 20% by June 2018, as measured by Skyward attendance data.				
ACTIVITIES	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
				Yes	Comments
Implement HERO campaign (Here- Everyday- Ready to learn- On time) with recognition assemblies, earning a letter to spell PERFECT ATTENDANCE as a classroom for bonus recesses, Attendance HERO recognition at assemblies	September 2017-June 2018	All Staff	SBMT, Principal	<input type="checkbox"/>	
Family and community awareness regarding attendance through posters, assemblies, newsletters, poster competition, and announcements.	September 2017-June 2018	All Staff	SBMT, Principal	<input type="checkbox"/>	
Frequent communication with previous chronic attendance families and current families with 10% absence with Native American Liaison, counselor, dean and principal phone check-ins and home visits. Check-ins of "we miss you" by classroom teachers	September 2017-June 2018	Counselor Dean Principal Native Interventionist Classroom teachers	SBMT, Principal		

PART 5: NUTRITION AND PHYSICAL ACTIVITY POLICY #6700

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 5 times per three weeks (there is no state recommendation for 100 instructional minutes for Kindergarten).	September 2017-June 2018	Ms. Dynes	<input type="checkbox"/>	
Students in grades 1 st -6 th will receive 200 minutes of Physical Education per three week cycle, plus 20 minutes of additional activity per day	September 2017-June 2018	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 2017-June 2018	All Staff	<input type="checkbox"/>	
Dry Creek will utilize <i>Fitness for Life Curriculum</i> , and will plan and organize Special School Events.	September 2017-June 2018	Ms. Dynes All Staff	<input type="checkbox"/>	

PART 6: CHARACTERISTICS OF HIGH PERFORMING SCHOOLS

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	2011	2012	2013	2014	2015	2016
Clear & Shared Focus		77%	78%	85%	*	56%
Effective School Leadership		74%	76%	82%	*	63%
High Standards & Expectations		54%	68%	88%	*	77%
High Levels of Collaboration and Communication		73%	68%	84%	*	62%
Supportive Learning Environment		82%	81%	90%	*	78%
Frequent Monitoring of Teaching and Learning		58%	58%	77%	*	60%
Focused Professional Development		54%	55%	74%	*	73%
Curriculum, Instruction, and Assessment Aligned with Standards		66%	70%	79%	*	70%
High Levels of Community & Parent Involvement		76%	78%	87%	*	68%
Staff Willingness to Change		90%	61%		*	

PART 6: CHARACTERISTICS OF HIGH PERFORMING SCHOOLS

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	2012	*2013	2014	2015	2016
Clear & Shared Focus	*	77%	74%		
Effective School Leadership	*	74%			
Frequent Monitoring of Teaching and Learning	*	75%			
High Standards & Expectations	*	85%			
High Levels of Collaboration and Communication	*	72%			
High Levels of Community & Parent Involvement	*	75%			
Supportive Learning Environment	*	80%			

PART 6: CHARACTERISTICS OF HIGH PERFORMING SCHOOLS

CHARACTERISTICS OF HIGH PERFORMING SCHOOLS

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

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

Category	2012	2013	2014	2015	2016
Clear & Shared Focus	*	77%			
Effective School Leadership	85%	74%			
Frequent Monitoring of Teaching and Learning	*	77%			
High Standards & Expectations	*	92%			
High Levels of Collaboration and Communication	*	74%			
Supportive Learning Environment	*	76%			

PART 7: STUDENT TUTORIAL/ENRICHMENT STRATEGIES SUMMARY

STUDENT TUTORIAL/ENRICHMENT STRATEGIES SUMMARY

Directions: Briefly summarize your school's strategies for student remediation and enrichment. Remember, summer school is no longer an option for remediation. Specific strategies, numbers of students, staff responsible, and timeline for implementation and other related details should be found in the action plans. Student remediation strategies are coherent, and action steps demonstrate responsiveness to student tutorial needs. This summary should clearly describe a comprehensive approach embedded in strategies.

Student Remediation:

- Ongoing professional development in SEL, trauma-informed practices, restorative practices and behavioral support that impede academic learning
- Ongoing professional development on differentiated literacy practices including but not limited to GLAD strategies, Words their Way, Running Records, Reading Strategies for decoding and comprehension and balanced literacy.
- RTI 20 - 40 minutes for small group, focused, double-dose of reading instruction using flexible grouping and current data
- Push-in RTI triple dose for K-4 as needed
- Universal screening for literacy using WA Kids, DRA, DIBELS and MAP in reading
- Progress Monitoring for all tier 2-3 students using Running Records
- Universal Screening for behavior using October Catch
- Universal Screening for math in grades 3-6th using MAP data
- Increasing understanding and implementation of OSPI approved balanced literacy instruction for core instruction.
- Small group instruction in RTI in three levels: 1) core curriculum, 2) strategic intervention (supplemental instruction in addition to core), and 3) intensive intervention for basic skill development (replacement curricula or supplemental depending on student need)
- Progress monitoring using MAPS and Fountas and Pinnell Running Records.
- Collaboration time dedicated to looking at tiered instruction & movement in response to individual student needs
- Small group and individual support using a core of volunteers, JOM interventionist and Americorp.
- 4th- 6th grade students will be provided the opportunity to receive additional support in Math as a result of the district-funded after-school tutoring program
- Selected third graders based on this year's data and fourth-grade students (based on third-grade SBA data) will receive individualized computer-support for literacy.
- Additional electronic support through: Accelerated Reader, Read Well, Read Naturally
- Weekly support for ELLs
- Khan Academy

Enrichment:

- We will hold monthly student awards assemblies where student/classroom success is recognized
- Addition pull-out support provided to HiCap students using a multi-age PBL integrated approach
- We will present the weekly Dynamic Dragon Award. Pictures of each month's recipients are hung in the main hall for all students/staff/visitors to see. Classrooms and individual students are receiving positive reinforcement for their positive behavior using our Dragon Award Slips.
- This February, Dry Creek students will have the opportunity to participate in the **Missoula Children's Theater**
- We will continue to have positive communication with home by sending Positive Postcards and positive phone calls
- 5th grade students will be provided the opportunity of participating in *Night of the Notables* under the direction of Ashley Austin and Brittney Martin
- 6th grade students will participate in *Nature Bridge*
- Fourth-Grade students will participate in Battle of the Books
- Reading contest lead by LoAnn Lynn for all grades
- Bonus recess for HERO attendance
- Students will rotate through Pat Ferris Storyteller events 4 times this year
- Second Grade students will go to Hurricane Ridge
- Students will rotate through Pacific Science Center Science on the Go in November
- Students will participate in *Fuel-Up to Play 60* with Ms. Dynes.
- For the second year, Hamilton kindergarteners will travel to the Seattle Center to attend a play at *The Seattle Children's Theatre*.
- 5th grade students will participate in storm water Education NGSS
- 5th & 6th grade will have the opportunity to participate in Math Olympiad with Carrie McCaleb and Ashley Austin
- Other enrichment activities include: Juan de Fuca festival , 1st grade library field trips, other field trips to be determined

PART 8: SCHOOL PROFESSIONAL DEVELOPMENT SUMMARY & RESOURCE PLAN

SCHOOL PROFESSIONAL DEVELOPMENT SUMMARY & RESOURCE PLAN

Directions: Please identify all of your school’s professional development activities. Identify the staff group(s) participating in the activity. Identify only the budget estimates that total to your school’s basic staff development allocation.

Budgeted Amount	Professional Development Activity	Description of Participating Staff	☒
\$5,000.00	Pay sheet for: Substitutes for trainings, providing teachers time for DRA testing and other students assessments, grade-level meetings, and district trainings.	All Dry Creek Staff	<input type="checkbox"/>
18,000.00	Professional Development and RTI curricular materials for differentiated instruction through Leveled Literacy Intervention in the RTI and Resource Room (Tier 1 and Tier 2)	RTI staff and Resource Room staff	<input type="checkbox"/>
6,000.00	Sound Discipline Instruction in trauma-informed practices, resiliency strategies, positive discipline and data analysis of SEL	All Staff	<input type="checkbox"/>
2,000.00	Play Works professional Development for all playground supervisory staff for purpose of positive interactions with students	All Supervisory Para Staff	<input type="checkbox"/>

20,000.00	Responsive Classroom training for all staff - with a small cohort in October followed by four-day intense training in June 2018	All Staff	
400.00	Restorative Practices for trainer of trainers approach	Dean Counselor JOM representative	
FREE	Ongoing differentiated professional development in literacy for balanced literacy instruction, running record implementation, guided reading, differentiated word study, and other as needed by individual teachers and para-educators	All Staff	
1200.00	Trauma-Informed Practices for a vertical cohort at OESD	SBMT representation	
FREE	Instructional Math support for understanding claims and targets and mathematical practices	All teaching Staff	

PART 9: EXECUTIVE SUMMARY

Executive Summary

Directions: Briefly summarize your Continuous School Improvement Plan (CSIP). Identify the key components of the instructional program of the school.

Dry Creek is a fabulous community school serving grades K-6. Our four expectations for student behavior are: **Be Respectful, Be Responsible, Be Safe and you will Be a Learner!**

Staff Culture and Climate: Our staff has been through many abrupt changes in leadership and the climate and culture of the schoolhouse suffered. The focus of this year centers around safety and support of staff so we can move forward and heal to provide the support needed to serve our students and begin building bridges between the school and community in culturally-responsive ways. Much foundational work will occur regarding norms, working agreements, understanding ladders of assumptions, transparency in dialogue and consistency in expectations. Our students and community will benefit from this work.

Multi-Tiered Systems of Support: This year we are establishing a Multi-Tiered System of Supports (MTSS) to provide an integrated systemic approach to meeting the academic and behavioral needs for ALL students. We have combined our CSIP and PBIS team to begin this work. This work begins with a comprehensive assessment system that includes a universal screener for academic and behavior. The work of this team will be to define the evidence and research-based core instructional practices, evidence-based interventions, and data-driven dialogue with an emphasis on results-focused professional development and Collaboration.

Social Emotional Learning: Part of the MTSS model is to understand behavior and to recognize that a child will behave if they know how to behave. Using the work from Dr. Ross Greene and the support from Responsive Classroom and Sound Discipline our work this year centers on the understanding of historical trauma epigenetically and Adverse Childhood Experiences and neurological affects on the brain. We will learn the neurology as well as the strategies for resiliency and understanding how to bring a student back to their frontal cortex where thinking can occur. All students will be exposed to robust core instruction in social emotional learning and neurology. For tiered work, we will systemically assess which skills are lagging in a child, plan for teaching and problem-solving alongside the student and develop our system to support this work as we would ELA and math. Last, we will be delving into understanding and implementing systems that repair and restore relationships rather than punish and shame. This will be a paradigm shift for much of the system.

Balanced Literacy Framework: Our third-grade ELA scores are such that we will need to make literacy a focus for the work in our school. We will be delving into a needs-assessment to determine steps and components needs to assure a vertical and standards-aligned balanced literacy approach following the strengthening student outcomes strategies gathered by the state. This work will include CCSS-aligned and balanced approached for core instruction, a comprehensive assessment system with running records used as a progress monitoring tool that drives instruction and open dialogue about the instructional strategies that differentiate instruction for all learners.

Focus on Attendance: Our attendance data indicates a need for an awareness campaign on the importance of attending school on time and ready to learn. 1 out of every 4 students have missed enough days to be called chronic absenteeism. It is our goal to decrease the rate of chronic absenteeism by 10% by creating a school climate that is student-centered, making community aware of the correlation between absenteeism and school success, rewarding and recognizing students and classrooms and continuous communication through postcards, letters, phone-calls and home visits.

PART 10: Sign-Off Sheet

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	
1 st Grade Teacher	Mickey Branham	
2 nd Grade Teacher	Lisa Lisk	
3 rd Grade Teacher	Tami Parrill	
4 th Grade Teacher	Kami Sorenson	
5 th Grade Teacher	Britney Martin	
6 th Grade Teacher	Carrie McCaleb	
Learning Support Teacher/Dean	Debi Pavlich-Boaz	
Special Education Teacher	Lesa Irwin	
Para-Educator	Krista Irwin	
Parent		
Assistant Superintendent	Chuck Lisk	
Superintendent	Dr. Marc Jackson	
School Board President	Dr. Joshua Jones	<i>Board Approved Date:</i> _____