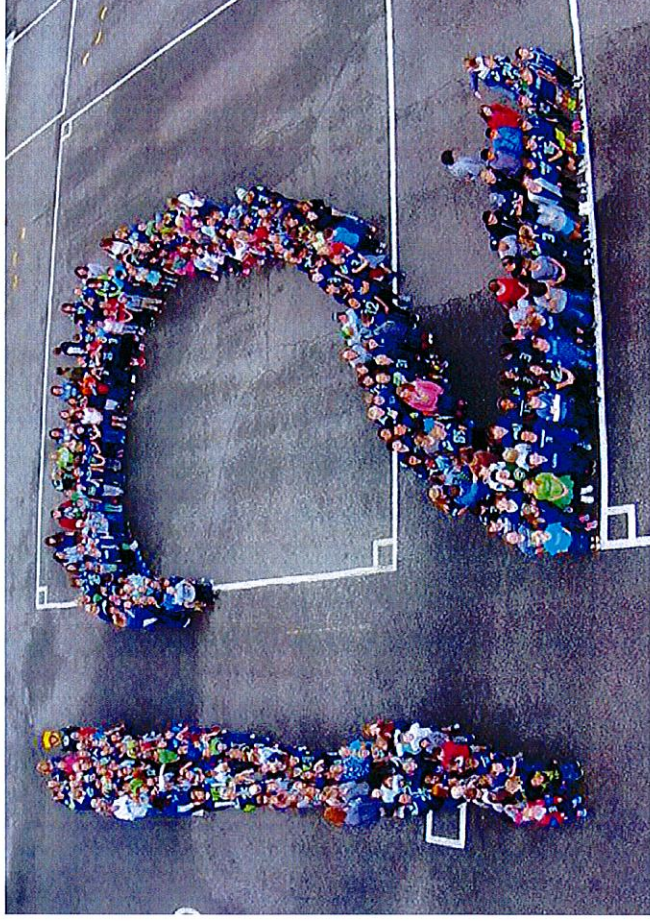


# Utsalady Elementary

## School Improvement Plan

Three-Year Plan

2015-2018



Principal: Mrs. Colleen E. Keller

## Stanwood Camano School District's Theory of Action

*“Every student accomplishes higher levels of achievement and success when we, as a system, support a collaborative culture of improvement, have a common vision and continuously improve our instructional and leadership practice.”*

### Utsalady Elementary

*“Together we teach, learn and grow.”*

At Utsalady Elementary, we believe...

- Alignment to the state standards and Common Core State Standards will provide coordinated and focused instruction for all students.
- Teachers trained in and using best practice instruction will promote “...*problem solving, invention, discourse, inquiry, challenge, and achievement by all students.*”  
(2007, Teacher's Development Group)
- Collaboration between staff builds teamwork and enables Utsalady Elementary to provide equitable instruction across and between grade levels.
- Providing targeted student interventions allows all students to experience success.
- Supplying opportunities for parent and community involvement enriches Utsalady Elementary's environment and supports student learning.

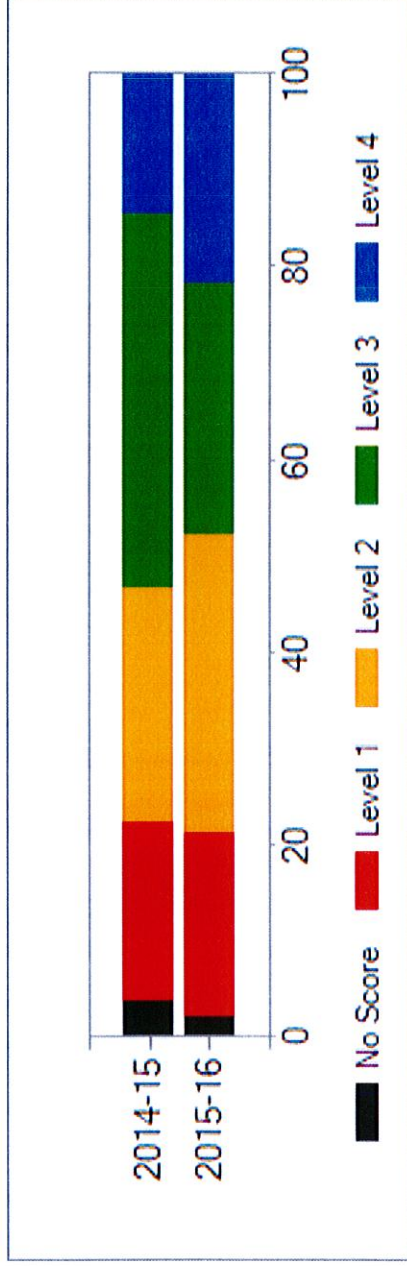
# Utsalady Elementary

## PARENT INVOLVEMENT ACTION PLAN

ACTIVITY	WHO IS RESPONSIBLE	TIMELINE	RESOURCES NEEDED	EVIDENCE
<b>Open House / Curriculum Night</b>	<ul style="list-style-type: none"> <li>All Staff</li> </ul>	October 6 <sup>th</sup> , 2016	<ul style="list-style-type: none"> <li>Schedule</li> <li>Communication (newsletter, display sign, emails &amp; phone calls home)</li> <li>HIB PowerPoint &amp; Sign In Sheet</li> <li>Curriculum Materials</li> <li>Staffing in computer lab</li> </ul>	<ul style="list-style-type: none"> <li>Communication (newsletters, etc)</li> <li>Parents attending</li> <li>Parents HIB Trained</li> </ul>
<b>Volunteers</b>	<ul style="list-style-type: none"> <li>All Staff</li> </ul>	All Year Long	<ul style="list-style-type: none"> <li>Contact with families</li> <li>Teachers reach out to families via newsletters, emails, etc.</li> <li>Setting up volunteer schedules</li> <li>Communications advertising the need for volunteers</li> <li>HIB Training</li> <li>WSP Background Checks Complete</li> </ul>	<ul style="list-style-type: none"> <li>Volunteers working with students</li> <li>Volunteers helping with events</li> </ul>
<b>WatchD.O.G.S.</b>	<ul style="list-style-type: none"> <li>All Staff</li> </ul>	All Year Long	<ul style="list-style-type: none"> <li>Train WatchD.O.G.S.</li> <li>Set up schedules with teachers</li> <li>HIB Training / WSP Background Checks Cleared</li> </ul>	<ul style="list-style-type: none"> <li>WatchD.O.G.S. volunteers scheduled</li> <li>WatchD.O.G.S. pictures on the wall</li> <li>WatchD.O.G.S. working with students</li> </ul>
<b>Utsalady Booster Club (UBC)</b>	<ul style="list-style-type: none"> <li>All Staff</li> </ul>	All Year Long	<ul style="list-style-type: none"> <li>Attend UBC monthly meetings</li> <li>Join the UBC</li> <li>Attend UBC events (BINGO night, Harvest Festival, Movie Night, etc.)</li> <li>Share with UBC school events, growth, struggles, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Time</li> </ul>

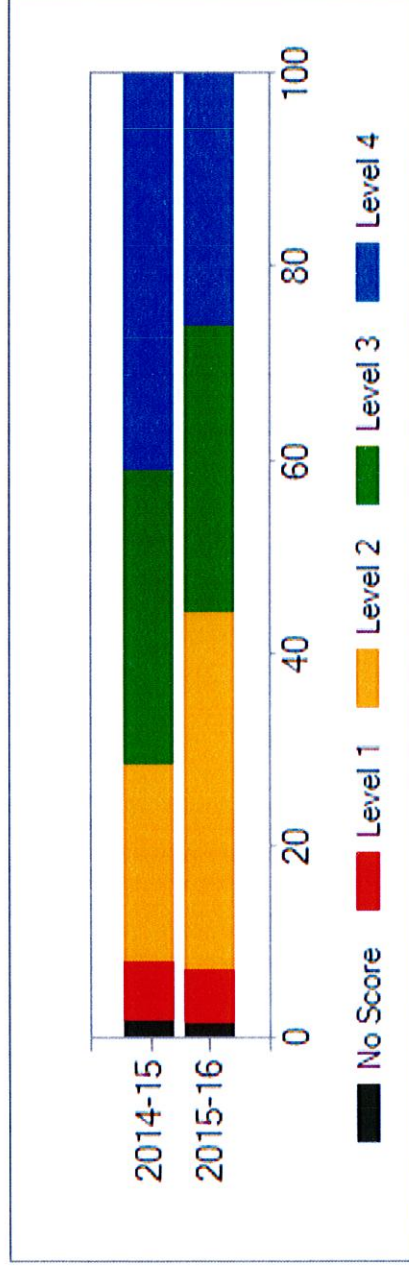
# 3rd Grade Math

School Year	Did Not Meet Standard			Met Standard	
	No Score	Level 1	Level 2	Level 3	Level 4
2014-15	4.0%	18.3%	24.4%	38.7%	14.2%
2015-16	2.3%	19.0%	30.9%	26.1%	21.4%



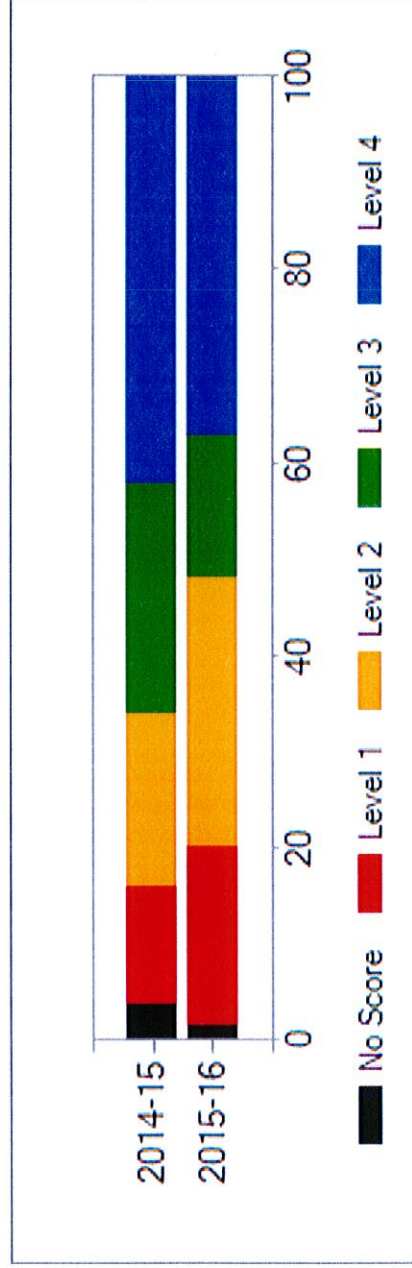
# 4th Grade Math

School Year	Did Not Meet Standard			Met Standard		
	No Score	Level 1	Level 2	Level 3	Level 4	
2014-15	2.0%	6.1%	20.4%	30.6%	40.8%	
2015-16	1.8%	5.5%	37.0%	29.6%	25.9%	



# 5th Grade Math

School Year	Did Not Meet Standard				Met Standard			
	No Score	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3	Level 4
2014-15	4.0%	12.0%	18.0%	24.0%	42.0%			
2015-16	1.8%	18.5%	27.7%	14.8%	37.0%			



# Utsalady Elementary

## MATH ACTION PLAN

**S.M.A.R.T. GOAL:**

Based on cohort data from the 2015-16 Smarter Balanced Assessment (SBA):

- The 2016-17 fourth graders will improve from 47.6% to 57.6% meeting standard.
- The 2016-17 fifth graders will improve from 55.5% to 65.5% meeting standard.

Due to the fact there is no SBA cohort data for our current third graders, our third grade scores will improve from 47.6% to 65%. This was based on the state average of 58.9% in the 2015-16 school year.

**STRATEGY:** To provide research based instructional strategies aligned to Washington State Learning Standards (CCSS) for all students with additional strategic and intensive interventions for students performing below standard.

**RATIONALE:** When students are provided with best practice instruction, appropriate assessments and intervention, achievement levels will increase.

ACTIVITY TO SUPPORT STUDENT ACHIEVEMENT	ACTIVITY ADDRESSING NEEDS OF NON-PROFICIENT STUDENTS	ACTIVITY ADDRESSING NEED FOR STAFF PROFESSIONAL DEVELOPMENT	TIMELINE TO PERFORM THE ACTIVITY	RESOURCES NEEDED TO CONDUCT THE ACTIVITY	PERSONS RESPONSIBLE TO ENSURE THE ACTIVITY IS COMPLETED	SPECIFIC MEASURES AND TIMEFRAME FOR MONITORING ACTIVITY'S EFFECTIVENESS
<b>Improved Instructional Core</b>	<ul style="list-style-type: none"> <li>• Best Practice Instruction aligned to state standards and Common Core using 5 Dimensions of Teaching and Learning</li> <li>• Parent/Community tutor volunteers</li> <li>• SBA interim assessments</li> <li>• IXL Math</li> <li>• Learning Targets and Success Criteria in use in classrooms</li> <li>• Learning Lab</li> <li>• Academic Recovery (AR)</li> </ul>	<ul style="list-style-type: none"> <li>• Following district provided pacing guide for Math Expressions</li> <li>• Align Math Expressions curriculum to BP Instruction</li> <li>• District provided CCSS and SBA trainings</li> <li>• Staff time to explore interim assessments</li> <li>• Time for grade level teams to plan implementation of CCSS resources</li> <li>• <i>Teach Like a Champion</i> by Doug LeMov</li> <li>• Learning Lab Skills</li> <li>• AR</li> </ul>	SEE 30,60, 90, 120 TIMELINE	<ul style="list-style-type: none"> <li>• District mandated materials &amp; support resources</li> <li>• Math Expressions materials and consumables</li> <li>• 5 Dimensions of Teaching and Learning</li> <li>• Time for Collaboration</li> <li>• Working document</li> <li>• cameras, projectors and computers</li> <li>• Learning Targets and Success Criteria</li> <li>• <i>Teach Like a Champion</i> book</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership Team</li> <li>• Principal</li> <li>• Utsalady Staff</li> <li>• District</li> <li>• Teaching and Learning staff</li> </ul>	SEE 30,60, 90, 120 TIMELINE
<b>Collaboration</b>	<ul style="list-style-type: none"> <li>• AIMSweb Progress Monitoring of all SPED, and Hot List students</li> <li>• Math Expressions Assessments</li> <li>• Building Intervention Team</li> <li>• Identified Hot Lists for AR and other intervention supports</li> <li>• Learning Lab</li> <li>• Grade level PLCs and math interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Assess and identify students needing AR support</li> <li>• Review hot list to use AIMSweb Progress Monitoring of all SPED and K-1 Hot List students</li> <li>• Learning Lab 4 days a week; 30 minutes each</li> <li>• Training to implement AIMSweb Benchmark assessments</li> <li>• AR</li> <li>• Typing Agent</li> </ul>	SEE 30,60, 90, 120 TIMELINE	<ul style="list-style-type: none"> <li>• SBA interim assessments</li> <li>• AIMSweb Progress Monitoring and Benchmark assessments</li> <li>• Math Expressions Assessments</li> <li>• District provided math assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership Team</li> <li>• Principal</li> <li>• Utsalady Staff</li> <li>• LAP</li> <li>• Coordinator</li> <li>• District</li> <li>• Teaching and Learning staff</li> </ul>	SEE 30,60, 90, 120 TIMELINE

<b>Interventions</b>	<ul style="list-style-type: none"> <li>• Learning Lab time 4 days a week/ 30 minutes a day</li> <li>• AR 1:1 interventions with Hot List students</li> <li>• Volunteers working 1:1 with students</li> <li>• IXL</li> <li>• Xtra Math</li> <li>• Lakeshore Instant Center math games</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Teach Like a Champion</u> by Doug LeMov</li> <li>• Training to implement AIMSweb Benchmark assessments</li> <li>• AIMSweb Progress Monitoring of all SPED, Hot List students</li> <li>• Learning Lab in all grade levels</li> <li>• <u>Teach Like a Champion</u> by Doug LeMov</li> <li>• IXL</li> <li>• Typing Agent</li> </ul>	SEE 30,60, 90, 120 TIMELINE	<ul style="list-style-type: none"> <li>• District provided CCSS Math resources</li> <li>• MAP (Fall, Winter &amp; Spring)(2nd Grade)</li> <li>• SBA interim assessments</li> <li>• AIMSweb Progress Monitoring and Benchmark assessments</li> <li>• Math Expressions Assessments</li> <li>• District provided CCSS Math resources</li> <li>• <u>Teach Like a Champion</u> book by Doug LeMov</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership Team</li> <li>• Principal</li> <li>• Utsalady Staff</li> <li>• District Teaching and Learning staff</li> </ul>	SEE 30,60, 90, 120 TIMELINE
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# School Improvement Plan (SIP) 30-60-90-120 Day Incremental Monitoring Form



1601 R Avenue  
Anacortes, WA 98221  
Office Telephone: 360-299-4000  
Office FAX: 360-299-4070

School: Utsalady Elementary

Observer(s): Utsalady Staff

Date: October 10<sup>th</sup>, 2016

SIP Goal: Based on cohort data from the 2015-16 Smarter Balanced Assessment (SBA):

- The 2016-17 fourth graders will improve from 47.6% to 57.6% meeting standard.
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Due to the fact there is no SBA cohort data for our current third graders, our third grade scores will improve from 47.6% to 65%. This was based on the state average of 58.9% in the 2015-16 school year.

Activity: Collaboration in Math

October 10th, 2016	30 days (By November 29 <sup>th</sup> , 2016)	60 days (By January 26 <sup>th</sup> , 2017)	90 days (By March 13 <sup>th</sup> , 2017)	120 days (By May 4 <sup>th</sup> , 2017)
<p>What will we accomplish?</p> <ul style="list-style-type: none"> <li>• For staff</li> <li>• For our students</li> </ul>	<p><u>STAFF</u></p> <ul style="list-style-type: none"> <li>• Staff looking at student work and adjusting teaching based on results.</li> <li>• Grade levels looking at student data to determine next steps in instruction</li> <li>• Grade levels collaborating around student data to determine AR "Hot Lists"</li> <li>• Staff collaborating with district coordinator on new Math Expressions tied to Common Core.</li> <li>• Staff using 5 Dimensions of Teaching &amp; Learning to improve instruction</li> <li>• K-5 classroom teachers communicate with AR interventionists about math interventions</li> </ul> <p><u>STUDENT</u></p> <ul style="list-style-type: none"> <li>• Students receiving equitable education across grade levels</li> <li>• Students moving to different Learning Lab groups and AR skills based off of personal data</li> </ul>	<p><u>STAFF</u></p> <ul style="list-style-type: none"> <li>• Staff looking at student work and adjusting teaching based on results.</li> <li>• Grade levels looking at student data to determine next steps in instruction</li> <li>• Grade levels collaborating around student data to determine AR "Hot Lists"</li> <li>• Staff using 5 Dimensions of Teaching &amp; Learning to improve instruction</li> <li>• K-5 classroom teachers communicate with AR interventionists about math interventions</li> </ul> <p><u>STUDENT</u></p> <ul style="list-style-type: none"> <li>• Students receiving equitable education across grade levels</li> <li>• Students moving to different Learning Lab groups and AR skills based off of personal data</li> </ul>	<p><u>STAFF</u></p> <ul style="list-style-type: none"> <li>• Staff looking at student work and adjusting teaching based on results.</li> <li>• Grade levels looking at student data to determine next steps in instruction</li> <li>• Grade levels collaborating around student data to determine AR "Hot Lists"</li> <li>• Staff using 5 Dimensions of Teaching &amp; Learning to improve instruction</li> <li>• K-5 classroom teachers communicate with AR interventionists about math interventions</li> </ul> <p><u>STUDENT</u></p> <ul style="list-style-type: none"> <li>• Students receiving equitable education across grade levels</li> <li>• Students moving to different Learning Lab groups and AR skills based off of personal data</li> </ul>	<p><u>STAFF</u></p> <ul style="list-style-type: none"> <li>• Staff looking at student work and adjusting teaching based on results.</li> <li>• Grade levels looking at student data to determine next steps in instruction</li> <li>• Grade levels collaborating around student data to determine AR "Hot Lists"</li> <li>• Staff using 5 Dimensions of Teaching &amp; Learning to improve instruction</li> <li>• K-5 classroom teachers communicate with AR interventionists about math interventions</li> </ul> <p><u>STUDENT</u></p> <ul style="list-style-type: none"> <li>• Students receiving equitable education across grade levels</li> <li>• Students moving to different Learning Lab groups and AR skills based off of personal data</li> </ul>
<p>What will be evidence of implementation?</p>	<p><u>STAFF</u></p> <ul style="list-style-type: none"> <li>• Teachers at same grade level are using same language and are on same concepts</li> <li>• Staff collaborating around Common Core and SBA</li> <li>• Evaluate students with like assessments</li> </ul> <p><u>STUDENT</u></p> <ul style="list-style-type: none"> <li>• Students taking same grade level math assessments</li> <li>• Students receive equitable education aligned to state standards and common core</li> <li>• Learning Lab groupings and students receiving AR change according to data to meet student needs</li> <li>• Student receive core instruction to meet their needs</li> </ul>	<p><u>STAFF</u></p> <ul style="list-style-type: none"> <li>• Walking through rooms, teachers at same grade level are using same language and are on same concepts</li> <li>• Staff collaborating around Common Core and SBA</li> <li>• Evaluate students with like assessments</li> </ul> <p><u>STUDENT</u></p> <ul style="list-style-type: none"> <li>• Students taking same grade level math assessments</li> <li>• Students receive equitable education aligned to state standards and common core</li> <li>• Learning Lab groupings and students receiving AR change according to data to meet student needs</li> <li>• Student receive core instruction to meet their needs</li> </ul>	<p><u>STAFF</u></p> <ul style="list-style-type: none"> <li>• Walking through rooms, teachers at same grade level are using same language and are on same concepts</li> <li>• Staff collaborating around Common Core and SBA</li> <li>• Evaluate students with like assessments</li> </ul> <p><u>STUDENT</u></p> <ul style="list-style-type: none"> <li>• Students taking same grade level math assessments</li> <li>• Students receive equitable education aligned to state standards and common core</li> <li>• Learning Lab groupings and core instruction interventions to meet student needs</li> </ul>	<p><u>STAFF</u></p> <ul style="list-style-type: none"> <li>• Walking through rooms, teachers at same grade level are using same language and are on same concepts</li> <li>• Staff collaborating around Common Core and SBA</li> <li>• Evaluate students with like assessments</li> </ul> <p><u>STUDENT</u></p> <ul style="list-style-type: none"> <li>• Students taking same grade level math assessments</li> <li>• Students receive equitable education aligned to state standards and common core</li> <li>• Learning Lab groupings change and core instruction interventions to meet student needs</li> </ul>
<p>What will be the evidence of impact?</p>	<p><u>STAFF</u></p> <ul style="list-style-type: none"> <li>• Use of similar teaching practice.</li> <li>• Staff collaborating and learning from each other to help improve</li> </ul>	<p><u>STAFF</u></p> <ul style="list-style-type: none"> <li>• Use of similar teaching practice.</li> <li>• Staff collaborating and learning from each other to help improve</li> </ul>	<p><u>STAFF</u></p> <ul style="list-style-type: none"> <li>• Use of similar teaching practice.</li> <li>• Staff collaborating and learning from each other to help improve</li> </ul>	<p><u>STAFF</u></p> <ul style="list-style-type: none"> <li>• Use of similar teaching practice.</li> <li>• Staff collaborating and learning from each other to help improve</li> </ul>

	<p>instructional strategies</p> <p><u>STUDENT</u></p> <ul style="list-style-type: none"> <li>• Student growth is equitable across grade level.</li> <li>• Student math data shows growth with all students</li> </ul>	<p>instructional strategies</p> <p><u>STUDENT</u></p> <ul style="list-style-type: none"> <li>• Student growth is equitable across grade level.</li> <li>• Student math data shows growth with all students</li> </ul>	<p>instructional strategies</p> <p><u>STUDENT</u></p> <ul style="list-style-type: none"> <li>• Student growth is equitable across grade level.</li> <li>• Student math data shows growth with all students</li> </ul>	<p>instructional strategies</p> <p><u>STUDENT</u></p> <ul style="list-style-type: none"> <li>• Student growth is equitable across grade level.</li> <li>• Student math data shows growth with all students</li> </ul>
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# School Improvement Plan (SIP) 30-60-90-120 Day Incremental Monitoring Form

**School:** Utsalady Elementary

**Observer(s):** Utsalady Staff

**Date:** October 10<sup>th</sup>, 2016

**SIP Goal:** Based on cohort data from the 2015-16 Smarter Balanced Assessment (SBA):

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Due to the fact there is no SBA cohort data for our current third graders, our third grade scores will improve from 47.6% to 65%. This was based on the state average of 58.9% in the 2015-16 school year.

**Activity:** Improve Instructional Core in Math

	30 days (By November 29th, 2016)	60 days (By January 26th, 2017)	90 days (By March 13th, 2017)	120 days (By May 4th, 2017)
<p>What will we accomplish?</p> <ul style="list-style-type: none"> <li>• For staff</li> <li>• For our students</li> </ul>	<p><u>STAFF</u></p> <ul style="list-style-type: none"> <li>• Staff using best practice instruction, aligned to state standards and Common Core using 5 Dimensions of Teaching and learning</li> <li>• Staff using learning targets and success criteria in classrooms.</li> <li>• Staff using Math Expressions new Common Core edition</li> <li>• Staff using IXL and Xtra Math</li> </ul> <p><u>STUDENT</u></p> <ul style="list-style-type: none"> <li>• Students involved in developing and use of classroom norms.</li> <li>• Students using IXL program and Xtra Math</li> </ul>	<p><u>STAFF</u></p> <ul style="list-style-type: none"> <li>• Staff using best practice instruction, aligned to state standards and Common Core using 5 Dimensions of Teaching and learning</li> <li>• Staff using learning targets and success criteria in classrooms.</li> <li>• Staff using Math Expressions new Common Core edition</li> <li>• Staff starts to use SBA Resources, interim assessments</li> <li>• Staff using Digital Library Resources</li> <li>• Book Study: <i>Teach Like a Champion</i> by Doug LeMov.</li> </ul> <p><u>STUDENT</u></p> <ul style="list-style-type: none"> <li>• Students involved in developing and use of classroom norms.</li> <li>• Students using IXL and Xtra Math</li> </ul>	<p><u>STAFF</u></p> <ul style="list-style-type: none"> <li>• Staff using best practice instruction, aligned to state standards and Common Core using 5 Dimensions of Teaching and learning</li> <li>• Staff using learning targets and success criteria in classrooms.</li> <li>• Staff using SBA materials, interim assessments</li> <li>• Staff using Math Expressions new Common Core edition</li> </ul> <p><u>STUDENT</u></p> <ul style="list-style-type: none"> <li>• Students involved in developing and use of classroom norms.</li> <li>• Students using IXL and Xtra Math</li> </ul>	<p><u>STAFF</u></p> <ul style="list-style-type: none"> <li>• Staff using best practice instruction, aligned to state standards and Common Core using 5 Dimensions of Teaching and learning</li> <li>• Staff using learning targets and success criteria in classrooms.</li> <li>• Staff using SBA materials, interim Common Core edition</li> </ul> <p><u>STUDENT</u></p> <ul style="list-style-type: none"> <li>• Students involved in developing and use of classroom norms.</li> <li>• Students using IXL and Xtra Math</li> </ul>
<p>What will be evidence of implementation?</p>	<p><u>STAFF</u></p> <ul style="list-style-type: none"> <li>• Teachers are using protocols, giving think time, encouraging discourse, modeling pressing questions, using manipulatives and engaging students in higher level thinking skills.</li> </ul> <p><u>STUDENT</u></p> <ul style="list-style-type: none"> <li>• Students are learning protocols, engaging in discourse, using manipulatives to solve problems and sharing work with classmates. Students use IXL and Xtra Math</li> </ul>	<p><u>STAFF</u></p> <ul style="list-style-type: none"> <li>• Teachers are using protocols, giving think time, encouraging discourse, modeling pressing questions, using manipulatives and engaging students in higher level thinking skills.</li> </ul> <p><u>STUDENT</u></p> <ul style="list-style-type: none"> <li>• Most students are engaging in discourse with greater incidence of justification</li> <li>• Some students begin to ask their own pressing questions as well as answer classmate's pressing questions</li> <li>• Students using the report data from IXL</li> </ul>	<p><u>STAFF</u></p> <ul style="list-style-type: none"> <li>• Teachers are using protocols, giving think time, encouraging discourse, modeling pressing questions, using manipulatives and engaging students in higher level thinking skills.</li> </ul> <p><u>STUDENT</u></p> <ul style="list-style-type: none"> <li>• Students engage in discourse which commonly includes justification and sometimes includes generalization</li> <li>• Many students utilize pressing questions with one another</li> <li>• Students use IXL and Xtra Math</li> </ul>	<p><u>STAFF</u></p> <ul style="list-style-type: none"> <li>• Teachers are using protocols, giving think time, encouraging discourse, modeling pressing questions, using manipulatives and engaging students in higher level thinking skills.</li> </ul> <p><u>STUDENT</u></p> <ul style="list-style-type: none"> <li>• Students engage in discourse which commonly includes justification and sometimes includes generalization</li> <li>• Many students utilize pressing questions with one another</li> <li>• Students use IXL and Xtra Math</li> </ul>
<p>What will be the evidence of impact?</p>	<p><u>STAFF</u></p> <ul style="list-style-type: none"> <li>• Staff is able to build from grade level to grade level to improve on depth of math core.</li> <li>• Staff applies best practices and 5Ds to their own instruction</li> </ul>	<p><u>STAFF</u></p> <ul style="list-style-type: none"> <li>• Staff is able to build from grade level to grade level to improve on depth of math core.</li> <li>• Staff applies best practices and 5Ds to their own instruction.</li> </ul> <p><u>STUDENT</u></p>	<p><u>STAFF</u></p> <ul style="list-style-type: none"> <li>• Staff is able to build from grade level to grade level to improve on depth of math core.</li> <li>• Staff applies best practices and 5Ds to their own instruction.</li> </ul> <p><u>STUDENT</u></p>	<p><u>STAFF</u></p> <ul style="list-style-type: none"> <li>• Staff is able to build from grade level to grade level to improve on depth of math core.</li> <li>• Staff applies best practices and 5Ds to their own instruction.</li> </ul> <p><u>STUDENT</u></p>

	<p><u>STUDENT</u></p> <ul style="list-style-type: none"> <li>Students build on math background and vocabulary preparing them for more in depth math concepts throughout the year.</li> </ul>	<p><u>STUDENT</u></p> <ul style="list-style-type: none"> <li>Students build on math background and vocabulary preparing them for more in depth math concepts throughout the year.</li> <li>Increase engagement in higher level thinking</li> </ul>	<ul style="list-style-type: none"> <li>Students build on math background and vocabulary preparing them for more in depth math concepts throughout the year.</li> <li>Increased engagement in higher-level thinking continues.</li> <li>Increased student achievement in math skills based on data.</li> </ul>	<ul style="list-style-type: none"> <li>Students build on math background and vocabulary preparing them for more in depth math concepts throughout the year.</li> <li>Increased engagement in higher-level thinking continues.</li> <li>Increased student achievement in math skills based on data.</li> </ul>
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# School Improvement Plan (SIP)

## 30-60-90-120 Day Incremental Monitoring Form



1601 R Avenue  
Anacortes, WA 98221  
Office Telephone: 360-299-4000  
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Due to the fact there is no SBA cohort data for our current third graders, our third grade scores will improve from 47.6% to 65%. This was based on the state average of 58.9% in the 2015-16 school year.

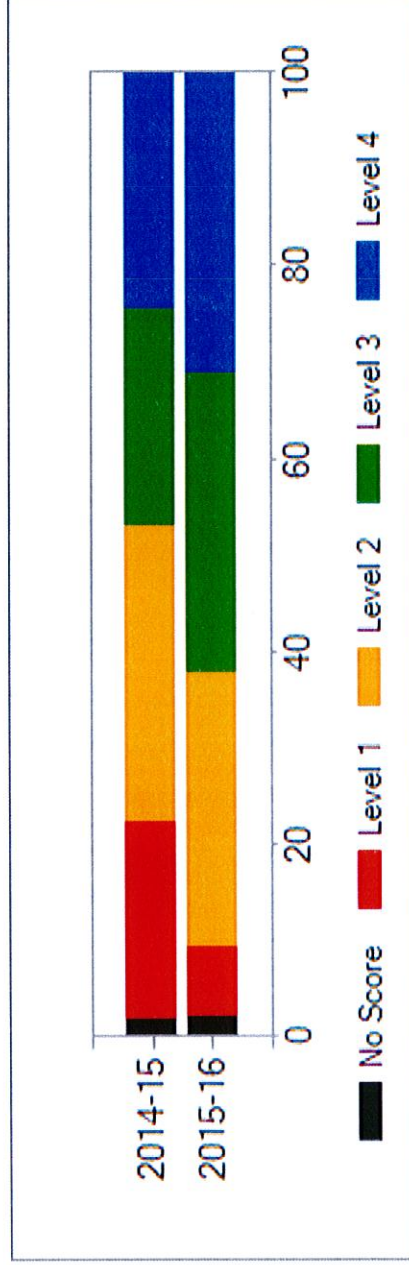
### Activity: Student Interventions in Math

October 10th, 2016	30 days (By November 29th, 2016)	60 days (By January 26th, 2017)	90 days (By March 13th, 2017)	120 days (By May 4th, 2017)
<p>What will we accomplish?</p> <ul style="list-style-type: none"> <li>• For staff</li> <li>• For our students</li> </ul>	<p><b>STAFF</b></p> <ul style="list-style-type: none"> <li>• Use MAP, AIMSweb and SBA to identify "Hot List" students</li> <li>• Use formative and summative assessments to determine instructional strategies for Hot List students</li> <li>• Each grade level implements Learning Lab groups 30 min/day; 4 days a week</li> <li>• Math volunteers utilized for Learning Lab groups</li> <li>• Interventionists teach math AR interventions K-5</li> </ul> <p><b>STUDENT</b></p> <ul style="list-style-type: none"> <li>• Identified Hot List student needs being met in Learning Lab and AR</li> <li>• Some Hot Lists students receiving extra math practice with volunteers.</li> </ul>	<p><b>STAFF</b></p> <ul style="list-style-type: none"> <li>• Implement and score assessments in grade levels. (AIMSweb &amp; MAP)</li> <li>• Update Hot Lists based on current data</li> <li>• Math Night organized and date set.</li> <li>• Each grade level implements Learning Lab groups 30 min/day; 4 days a week.</li> <li>• Math volunteers utilized for Learning Lab groups.</li> <li>• Interventionists teach math AR interventions K-5</li> </ul> <p><b>STUDENT</b></p> <ul style="list-style-type: none"> <li>• Identified Hot List student needs being met in Learning Lab and AR</li> <li>• Some Hot Lists students receiving extra math practice with volunteers.</li> </ul>	<p><b>STAFF</b></p> <ul style="list-style-type: none"> <li>• Use formative and summative assessments to determine instructional strategies for Hot List students</li> <li>• Each grade level implements Learning Lab groups 30 min/day; 4 days a week.</li> <li>• Math volunteers utilized for Learning Lab groups</li> <li>• Math Night or Afternoon of Math event held</li> <li>• Interventionists teach math AR interventions K-5</li> </ul> <p><b>STUDENT</b></p> <ul style="list-style-type: none"> <li>• Identified Hot List student needs being met in Learning Lab and AR</li> <li>• Some Hot Lists students receiving extra math practice with volunteers</li> </ul>	<p><b>STAFF</b></p> <ul style="list-style-type: none"> <li>• Discuss what intervention strategies work best or need better understanding</li> <li>• Use formative and summative assessments to determine instructional strategies for Hot List students</li> <li>• Each grade level implements Learning Lab groups 30 min/day; 4 days a week.</li> <li>• Math volunteers utilized for Learning Lab groups</li> <li>• Interventionists teach math AR interventions K-5</li> </ul> <p><b>STUDENT</b></p> <ul style="list-style-type: none"> <li>• Identified Hot List student needs being met in Learning Lab and AR</li> <li>• Some Hot Lists students receiving extra math practice with volunteers</li> </ul>
<p>What will be evidence of implementation?</p>	<p><b>STAFF</b></p> <ul style="list-style-type: none"> <li>• Staff plan for differentiation within math core</li> <li>• Staff use professional judgment during math core to meet needs of struggling students</li> <li>• Learning Lab group time and AR used differently by grade level to meet specific needs of struggling math learners</li> </ul> <p><b>STUDENT</b></p> <ul style="list-style-type: none"> <li>• Students engaged in targeted math activities</li> </ul>	<p><b>STAFF</b></p> <ul style="list-style-type: none"> <li>• Staff plan for differentiation within math core</li> <li>• Staff use professional judgment during math core to meet needs of struggling students</li> <li>• Learning Lab group time and AR used differently by grade level to meet specific needs of struggling math learners</li> </ul> <p><b>STUDENT</b></p> <ul style="list-style-type: none"> <li>• Students participating in targeted math activities</li> <li>• Students use new math skills and strategies on classroom assignments and assessments</li> </ul>	<p><b>STAFF</b></p> <ul style="list-style-type: none"> <li>• Staff plan for differentiation within math core</li> <li>• Staff use professional judgment during math core to meet needs of struggling students</li> <li>• Learning Lab group time and AR used differently by grade level to meet specific needs of struggling math learners</li> </ul> <p><b>STUDENT</b></p> <ul style="list-style-type: none"> <li>• Students participating in targeted math activities</li> <li>• Students using new math skills and strategies on classroom assignments and assessments</li> </ul>	<p><b>STAFF</b></p> <ul style="list-style-type: none"> <li>• Staff plan for differentiation within math core</li> <li>• Staff use professional judgment during math core to meet needs of struggling students</li> <li>• Learning group time and AR used differently by grade level to meet specific needs of struggling math learners</li> </ul> <p><b>STUDENT</b></p> <ul style="list-style-type: none"> <li>• Students participating in targeted math activities</li> <li>• Students using new math skills and strategies on classroom assignments and assessments</li> </ul>
<p>What will be the evidence of impact?</p>	<p><b>STAFF</b></p> <ul style="list-style-type: none"> <li>• Targeted skills differentiated to Hot List students based on data</li> </ul>	<p><b>STAFF</b></p> <ul style="list-style-type: none"> <li>• Targeted skills differentiated to Hot List students based on data</li> </ul>	<p><b>STAFF</b></p> <ul style="list-style-type: none"> <li>• Targeted skills differentiated to Hot List students based on data.</li> </ul>	<p><b>STAFF</b></p> <ul style="list-style-type: none"> <li>• Targeted skills differentiated to Hot List students based on data.</li> </ul>

	<p><u>STUDENT</u></p> <ul style="list-style-type: none"> <li>Increased confidence in math skills observed</li> </ul>	<ul style="list-style-type: none"> <li>Targeted Hot List students show progress based on data</li> </ul> <p><u>STUDENT</u></p> <ul style="list-style-type: none"> <li>Targeted math activities will increase math skills students use every day</li> <li>Targeted Hot List students will show progress in math skills based off of AIMSweb assessments.</li> </ul>	<ul style="list-style-type: none"> <li>Targeted Hot List students show progress based on data</li> </ul> <p><u>STUDENT</u></p> <ul style="list-style-type: none"> <li>Targeted math activities will increase math skills students use every day</li> <li>Targeted Hot List students will show progress in math skills based off of AIMSweb assessments.</li> </ul>	<ul style="list-style-type: none"> <li>Targeted Hot List students show progress based on data</li> <li>Evaluations of interventions</li> </ul> <p><u>STUDENT</u></p> <ul style="list-style-type: none"> <li>Targeted math activities will increase math skills students use every day</li> <li>Targeted Hot List students will show progress in math skills based off of AIMSweb and MAP assessments.</li> </ul>
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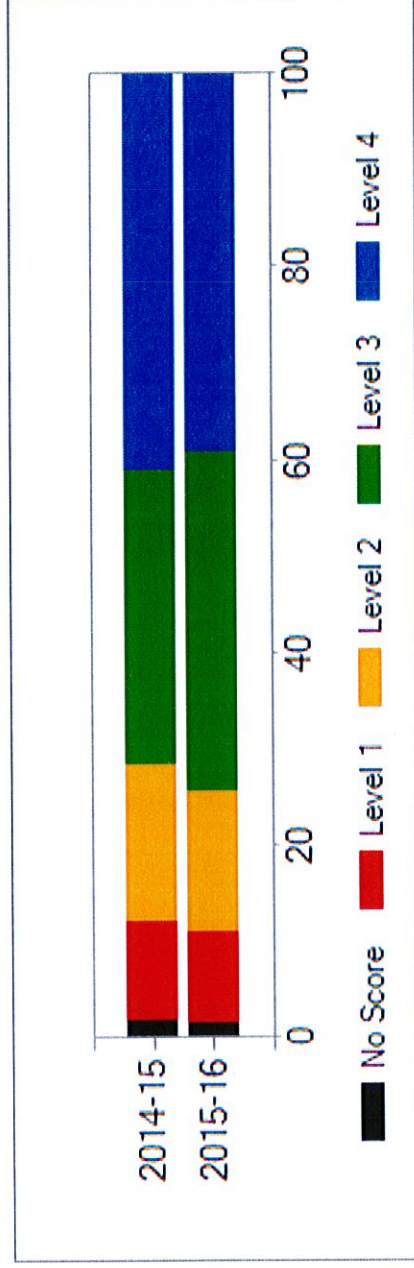
# 3rd Grade English Language Arts

School Year	Did Not Meet Standard			Met Standard		
	No Score	Level 1	Level 2	Level 3	Level 4	
2014-15	2.0%	20.4%	30.6%	22.4%	24.4%	
2015-16	2.3%	7.1%	28.5%	30.9%	30.9%	



# 4th Grade English Language Arts

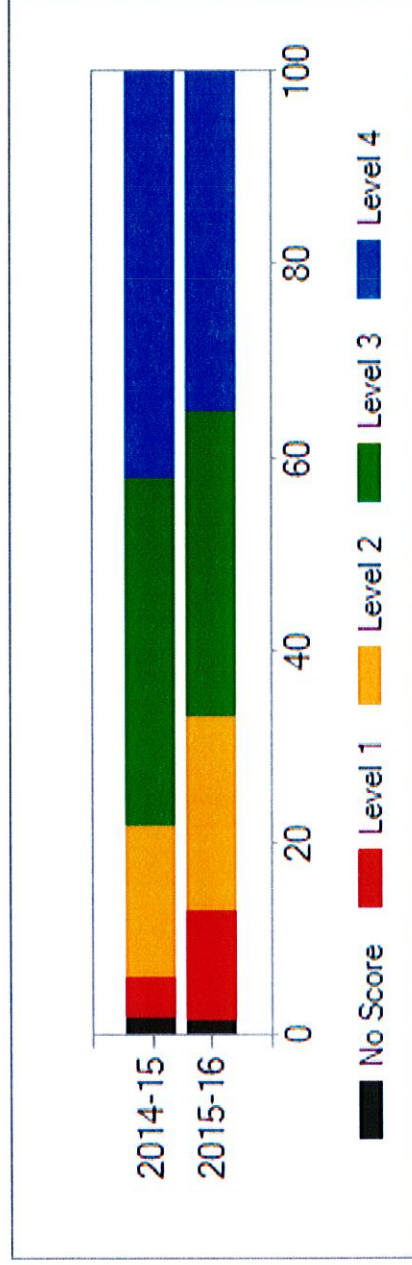
School Year	Did Not Meet Standard			Met Standard		
	No Score	Level 1	Level 2	Level 3	Level 4	
2014-15	2.0%	10.2%	16.3%	30.6%	40.8%	
2015-16	1.8%	9.2%	14.8%	35.1%	38.8%	





# 5th Grade English Language Arts

School Year	Did Not Meet Standard			Met Standard		
	No Score	Level 1	Level 2	Level 3	Level 4	
2014-15	2.0%	4.0%	16.0%	36.0%	42.0%	
2015-16	1.8%	11.1%	20.3%	31.4%	35.1%	



# Utsalady Elementary

## ENGLISH LANGUAGE ARTS ACTION PLAN

**S.M.A.R.T. GOAL:** Based on cohort data from the 2015-16 Smarter Balanced Assessment (SBA):

- The 2016-17 fourth graders will improve from 61.9% to 71.9% meeting standard.
  - The 2016-17 fifth graders will improve from 74% to 84% meeting standard.
- Due to the fact there is no SBA cohort data for our current third graders, our third grade scores will improve from 61.9% to 71.9%.

**STRATEGY:** To provide research based instructional strategies aligned to state Reading Grade Level Expectations and Common Core State Standards for all students with additional strategic and intensive interventions for students performing below standard.

**RATIONALE:** When students are provided with best practice instruction, appropriate assessments and intensive intervention, achievement levels will increase.

ACTIVITY TO SUPPORT STUDENT ACHIEVEMENT	ACTIVITY ADDRESSING NEEDS OF NON-PROFICIENT STUDENTS	ACTIVITY ADDRESSING NEED FOR STAFF PROFESSIONAL DEVELOPMENT	TIMELINE TO PERFORM THE ACTIVITY	RESOURCES NEEDED TO CONDUCT THE ACTIVITY	PERSONS RESPONSIBLE TO ENSURE THE ACTIVITY IS COMPLETED	SPECIFIC MEASURES AND TIMEFRAME FOR MONITORING ACTIVITY'S EFFECTIVENESS
<b>Improved Instructional Core (Reading)</b>	<ul style="list-style-type: none"> <li>• Best Practice Instruction aligned to state standards and Common Core using 5 Dimensions of Teaching and Learning</li> <li>• Targeted mini lessons in small group instruction</li> <li>• Align Journeys curriculum to BP Instruction</li> <li>• Journeys intervention in LAP</li> <li>• SBA Interim Assessment Items</li> <li>• Parent/Community Tutor volunteers</li> <li>• LAP Support K – 4 and identified McKinney-Vento students</li> <li>• Learning Targets and Success Criterion used in classroom</li> <li>• Learning Lab</li> <li>• Full Day Kindergarten</li> </ul>	<ul style="list-style-type: none"> <li>• Journeys District Pacing Guide</li> <li>• Para Educator Training</li> <li>• Learning targets and success criterion in use in classrooms</li> <li>• District provided CCSS and SBA training</li> <li>• <u>Teach Like a Champion</u> by Doug Lemov</li> <li>• Growth Mindset PLC</li> <li>• Interim SBA Assessment</li> <li>• Interpreting SBA data</li> </ul>	SEE 30, 60, 90, 120 TIMELINE	<ul style="list-style-type: none"> <li>• Reading Common Core Standards</li> <li>• Working Document camera</li> <li>• Working Student Computers</li> <li>• SBAC and appropriate MSL stem prompts</li> <li>• Non-fiction materials (ReadWorks.org)</li> <li>• Fluency building materials (Six Minute Solution/Read Naturally)</li> <li>• Journeys materials</li> <li>• Writing materials</li> <li>• MAP (Fall, Winter, Spring 2nd gr only)</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership Team</li> <li>• Principal</li> <li>• Utsalady Staff</li> <li>• LAP Coordinator</li> <li>• District Teaching and Learning Staff</li> </ul>	SEE 30, 60, 90, 120 TIMELINE
<b>Collaboration (Reading)</b>	<ul style="list-style-type: none"> <li>• Building Intervention Team</li> <li>• LAP K-4</li> <li>• AIMSWEB progress monitoring of SPED and identified LAP students</li> <li>• Journeys instruction</li> <li>• Benchmark assessing all students and identification of LAP students</li> <li>• Classroom Instruction data-driven</li> </ul>	<ul style="list-style-type: none"> <li>• District provided CCSS and SBA trainings</li> <li>• Grade level collaboration</li> <li>• Para Educator Training</li> <li>• <u>Teach Like a Champion</u> by Doug Lemov</li> <li>• Growth Mindset PLC</li> </ul>	SEE 30, 60, 90, 120 TIMELINE	<ul style="list-style-type: none"> <li>• MAP (Fall, Winter &amp; Spring 2nd Grade Only)</li> <li>• AIMSweb progress monitoring of SPED and identified LAP students</li> <li>• AIMSweb Benchmark assessments</li> <li>• K/1<sup>st</sup> screening as part of Benchmark assessing</li> </ul>	<ul style="list-style-type: none"> <li>• LAP Coordinator</li> <li>• Utsalady Staff</li> <li>• Principal</li> <li>• Leadership Team</li> <li>• District Teaching and Learning Staff</li> </ul>	SEE 30, 60, 90, 120 TIMELINE

	<ul style="list-style-type: none"> <li>• <u>Teach Like a Champion</u> by Doug Lemov</li> <li>• Growth Mindset PLC</li> </ul>	<ul style="list-style-type: none"> <li>• Staff time to research new district provided CCSS/ELA resources</li> <li>• Staff time to plan implementation of CCSS resources</li> </ul>	<ul style="list-style-type: none"> <li>• District provided CCSS and SBAC trainings</li> <li>• Grade level collaboration</li> <li>• Para Educator Training</li> <li>• <u>Teach Like a Champion</u> by Doug Lemov</li> <li>• Growth Mindset PLC</li> <li>• Staff time to improve upon district provided CCSS/ELA resources</li> <li>• Staff time to plan implementation of CCSS resources</li> </ul>	SEE 30, 60, 90, 120 TIMELINE	<ul style="list-style-type: none"> <li>• <u>Teach Like a Champion</u> by Doug Lemov</li> <li>• Growth Mindset PLC</li> <li>• Journeys materials</li> </ul>	<ul style="list-style-type: none"> <li>• LAP Coordinator</li> <li>• Utsalady Staff</li> <li>• Leadership Team</li> <li>• Principal</li> <li>• District Teaching and Learning Staff</li> </ul>	SEE 30, 60, 90, 120 TIMELINE
<b>Interventions (Reading)</b>	<ul style="list-style-type: none"> <li>• Targeted fluency practice</li> <li>• Parent/Community tutor volunteers</li> <li>• Reading passages on colored paper/colored overlays</li> <li>• Use progress monitoring and classroom based assessments to pinpoint needed interventions</li> <li>• LAP Tutoring for K-4</li> <li>• Targeted mini lessons in small group instruction</li> <li>• Listening Centers / Journeys CDs/Think Central online</li> </ul>						

<b>ACTIVITY TO SUPPORT STUDENT ACHIEVEMENT</b>	<b>ACTIVITY ADDRESSING NEEDS OF NON-PROFICIENT STUDENTS</b>	<b>ACTIVITY ADDRESSING NEED FOR STAFF PROFESSIONAL DEVELOPMENT</b>	<b>TIMELINE TO PERFORM THE ACTIVITY</b>	<b>RESOURCES NEEDED TO CONDUCT THE ACTIVITY</b>	<b>PERSONS RESPONSIBLE TO ENSURE THE ACTIVITY IS COMPLETED</b>	<b>SPECIFIC MEASURES AND TIMEFRAME FOR MONITORING ACTIVITY'S EFFECTIVENESS</b>
<b>Improved Instructional Core (Writing)</b>	<ul style="list-style-type: none"> <li>• Best Practice Instruction aligned to state standards and Common Core using 5 Dimensions of Teaching and Learning</li> <li>• Targeted mini lessons in small group instruction</li> <li>• Align Journeys writing curriculum to BP instruction</li> <li>• SBA Interim Assessment Items</li> <li>• Learning Targets and Success Criterion used in classroom</li> <li>• Learning Lab</li> <li>• Full Day Kindergarten</li> <li>• K-2 Writing PLC</li> <li>• K-2 Writing PD</li> <li>• Computer Skills &amp; Typing Agent</li> </ul>	<ul style="list-style-type: none"> <li>• K-2 Writing PLC</li> <li>• K-2 Writing PD</li> <li>• Lucy Calkins</li> <li>• Cross Grade Level Collaboration (K-5)</li> <li>• Learning targets and success criterion in use in classrooms</li> <li>• Interpreting SBA &amp; Interim Assessment Data</li> </ul>	SEE 30, 60, 90, 120 TIMELINE	<ul style="list-style-type: none"> <li>• Common Core standards for writing</li> <li>• Document camera, student computers</li> <li>• Writing with Journeys</li> <li>• SBA and appropriate writing prompts</li> <li>• Money for PD</li> <li>• Lucy Calkins Materials</li> <li>• Time for collaboration and PLCs</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership Team</li> <li>• Principal</li> <li>• Utsalady Staff</li> <li>• LAP Coordinator</li> <li>• District Teaching and Learning Staff</li> </ul>	SEE 30, 60, 90, 120 TIMELINE
<b>Collaboration (Writing)</b>	<ul style="list-style-type: none"> <li>• Intervention Team</li> <li>• LAP K-4</li> <li>• Lucy Calkins Units of Study</li> <li>• Journeys Instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Intervention Team</li> <li>• LAP K-4</li> <li>• Cross Grade Level Collaboration (K-5)</li> </ul>	SEE 30, 60, 90, 120 TIMELINE	<ul style="list-style-type: none"> <li>• Time for collaboration &amp; research</li> <li>• Interim Assessment Training (K-5)</li> </ul>	<ul style="list-style-type: none"> <li>• LAP Coordinator</li> <li>• Utsalady Staff</li> <li>• Principal</li> <li>• Leadership Team</li> </ul>	SEE 30, 60, 90, 120 TIMELINE

<ul style="list-style-type: none"> <li>• Learning Lab</li> <li>• Cross Grade Level Collaboration (K-5)</li> <li>• Interim Assessments (K-5)</li> </ul>	<ul style="list-style-type: none"> <li>• Interim Assessments (K-5)</li> <li>• Staff time to research writing Common Core</li> <li>• Staff time to align Journeys writing to Common Core</li> </ul>		<ul style="list-style-type: none"> <li>• Time for aligning Journeys writing to Common Core</li> </ul>	<ul style="list-style-type: none"> <li>• District Teaching and Learning Staff</li> <li>• Volunteers</li> </ul>
<p><b>Interventions (Writing)</b></p> <ul style="list-style-type: none"> <li>• LAP K-4</li> <li>• Learning Lab</li> <li>• Writing Conferencing</li> <li>• Student Goal Setting</li> <li>• Targeted Mini Lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Writing PLC K-2</li> <li>• Intervention Team</li> <li>• LAP K-4</li> <li>• Cross Grade Level Collaboration (K-5)</li> <li>• Interim Assessments (K-5)</li> <li>• Staff time to research writing Common Core</li> <li>• Staff time to align Journeys writing to Common Core</li> </ul>	<p>SEE 30, 60, 90, 120 TIMELINE</p>	<ul style="list-style-type: none"> <li>• Time for collaboration &amp; research</li> <li>• Interim Assessment Training (K-5)</li> <li>• Time for aligning Journeys writing to Common Core</li> </ul>	<ul style="list-style-type: none"> <li>• LAP Coordinator</li> <li>• Utsalady Staff</li> <li>• Principal</li> <li>• Leadership Team</li> <li>• District Teaching and Learning Staff</li> <li>• Volunteers</li> </ul> <p>SEE 30, 60, 90, 120 TIMELINE</p>

# School Improvement Plan (SIP)

## 30-60-90-120 Day Incremental Monitoring Form



**Northwest Educational Service District 189**  
*Together We Can*

1601 R Avenue  
Anacortes, WA 98221  
Office Telephone: 360-299-4000  
Office FAX: 360-299-4070

**School:** Utsalady Elementary

**Observer(s):** Utsalady Staff

**Date:** October 10<sup>th</sup>, 2016

**SIP Goal:** Based on cohort data from the 2015-16 Smarter Balanced Assessment (SBA):

- The 2016-17 fourth graders will improve from 61.9% to 71.9% meeting standard.
- The 2016-17 fifth graders will improve from 74% to 84% meeting standard.

Due to the fact there is no SBA cohort data for our current third graders, our third grade scores will improve from 61.9% to 71.9

**Activity:** Improved Instructional Core in Reading

October 10 <sup>th</sup> , 2016	30 days (By November 29 <sup>th</sup> , 2016)	60 days (By January 26 <sup>th</sup> , 2017)	90 days (By March 13 <sup>th</sup> , 2017)	120 days (By May 4 <sup>th</sup> , 2017)
<p>What will we accomplish?</p> <ul style="list-style-type: none"> <li>• For staff</li> <li>• For our students</li> </ul>	<p><b>STAFF</b></p> <ul style="list-style-type: none"> <li>• Staff using best practice instruction and Five Dimensions of Teaching and Learning (5Ds)</li> <li>• Ongoing staff development on Digital Library</li> <li>• Staff using Learning Targets and Success Criteria in the classroom</li> <li>• Teachers are modeling protocols, giving think time, encouraging discourse, modeling pressing questions, and engaging students in higher level thinking skills</li> </ul> <p><b>STUDENTS</b></p> <ul style="list-style-type: none"> <li>• Students are increasingly benefitting from best practice and 5Ds instruction within the reading setting.</li> <li>• Students becoming aware of lesson objectives from Learning Targets and Success Criteria</li> <li>• Student training on Typing Agent</li> <li>• Students trained on protocol.</li> </ul>	<p><b>STAFF</b></p> <ul style="list-style-type: none"> <li>• Staff using best practice instruction and Five Dimensions of Teaching and Learning (5Ds)</li> <li>• Staff using Learning Targets and Success Criteria in the classroom</li> <li>• Book Study: Teach Like a Champion by Doug Lemov</li> <li>• Growth Mindset PLC</li> </ul> <p><b>STUDENTS</b></p> <ul style="list-style-type: none"> <li>• Students are increasingly benefitting from best practice and 5Ds instruction within the reading setting.</li> <li>• Students becoming aware of lesson objectives from Learning Targets and Success Criteria</li> <li>• Student training on Typing Agent</li> </ul>	<p><b>STAFF</b></p> <ul style="list-style-type: none"> <li>• Staff using best practice instruction and Five Dimensions of Teaching and Learning (5Ds)</li> <li>• Staff meeting time to discuss Interim Assessment</li> <li>• Staff using Learning Targets and Success Criteria in the classroom</li> </ul> <p><b>STUDENTS</b></p> <ul style="list-style-type: none"> <li>• Students are increasingly benefitting from best practice and 5Ds instruction within the reading setting</li> <li>• Students becoming aware of lesson objectives from Learning Targets and Success Criteria</li> <li>• Student training on Typing Agent</li> <li>• Students becoming familiar with SBA assessment format</li> </ul>	<p><b>STAFF</b></p> <ul style="list-style-type: none"> <li>• Staff using best practice instruction and Five Dimensions of Teaching and Learning (5Ds)</li> <li>• Staff meeting time to discuss Interim Assessment (SBA) and teaching strategies</li> <li>• Staff using Learning Targets and Success Criteria in the classroom</li> </ul> <p><b>STUDENTS</b></p> <ul style="list-style-type: none"> <li>• Students are increasingly benefitting from best practice and 5Ds instruction within the reading setting</li> <li>• Students becoming aware of lesson objectives from Learning Targets and Success Criteria</li> <li>• Student training on Typing Agent.</li> <li>• Students becoming familiar with SBA assessment format</li> </ul>
<p>What will be evidence of implementation?</p>	<p><b>STAFF</b></p> <ul style="list-style-type: none"> <li>• Teachers are using protocols, giving think time, encouraging discourse, modeling pressing questions, and engaging students in higher level thinking skills</li> <li>• Teachers modeling CCSS/SBA comprehension responses</li> </ul> <p><b>STUDENTS</b></p> <ul style="list-style-type: none"> <li>• Students are learning protocols, engaging in discourse and supporting their thinking with evidence from text</li> <li>• Students learning comprehension responses through CCSS/SBA format</li> </ul>	<p><b>STAFF</b></p> <ul style="list-style-type: none"> <li>• Teachers are using protocols, giving think time, encouraging discourse, modeling pressing questions, and engaging students in higher level thinking skills</li> </ul> <p><b>STUDENTS</b></p> <ul style="list-style-type: none"> <li>• Students are learning protocols, engaging in discourse and supporting their thinking with evidence from text</li> <li>• Students demonstrating comprehension responses through CCSS/SBA format</li> </ul>	<p><b>STAFF</b></p> <ul style="list-style-type: none"> <li>• Teachers are using protocols, giving think time, encouraging discourse, modeling pressing questions, and engaging students in higher level thinking skills</li> </ul> <p><b>STUDENTS</b></p> <ul style="list-style-type: none"> <li>• Students are learning protocols, engaging in discourse and supporting their thinking with evidence from text</li> <li>• Students demonstrating comprehension responses through CCSS/SBA format</li> </ul>	<p><b>STAFF</b></p> <ul style="list-style-type: none"> <li>• Teachers are using protocols, giving think time, encouraging discourse, modeling pressing questions, and engaging students in higher level thinking skills</li> </ul> <p><b>STUDENTS</b></p> <ul style="list-style-type: none"> <li>• Students are learning protocols, engaging in discourse and supporting their thinking with evidence from text</li> <li>• Students demonstrating comprehension responses through CCSS/SBA format</li> </ul>

<p>What will be the evidence of impact?</p>	<p><u>STAFF</u></p> <ul style="list-style-type: none"> <li>Staff is able to build from grade level to grade level to improve on depth of reading core</li> <li>Staff applies best practices and 5Ds to their own instruction</li> </ul> <p><u>STUDENTS</u></p> <ul style="list-style-type: none"> <li>Students build on reading background, vocabulary and routines preparing them for more in depth reading skills throughout the year</li> </ul>	<p><u>STAFF</u></p> <ul style="list-style-type: none"> <li>Staff is able to build from grade level to grade level to improve on depth of reading core</li> <li>Staff applies best practices and 5Ds to their own instruction</li> </ul> <p><u>STUDENTS</u></p> <ul style="list-style-type: none"> <li>Students build on reading background, vocabulary and routines preparing them for more in depth reading skills throughout the year</li> </ul>	<p><u>STAFF</u></p> <ul style="list-style-type: none"> <li>Staff is able to build from grade level to grade level to improve on depth of reading core</li> <li>Staff applies best practices and 5Ds to their own instruction</li> </ul> <p><u>STUDENTS</u></p> <ul style="list-style-type: none"> <li>Students build on reading background, vocabulary and routines preparing them for more in depth reading skills throughout the year</li> <li>Data shows increased student achievement in reading skills</li> </ul>	<p><u>STAFF</u></p> <ul style="list-style-type: none"> <li>Staff is able to build from grade level to grade level to improve on depth of reading core</li> <li>Staff applies best practices and 5Ds to their own instruction</li> </ul> <p><u>STUDENTS</u></p> <ul style="list-style-type: none"> <li>Students build on reading background, vocabulary and routines preparing them for more in depth reading skills throughout the year</li> <li>Data shows increased student achievement in reading skills</li> </ul>
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# School Improvement Plan (SIP)

## 30-60-90-120 Day Incremental Monitoring Form



**Northwest Educational Service District 189**  
*Together We Can*

1601 R Avenue  
Anacortes, WA 98221  
Office Telephone: 360-299-4000  
Office FAX: 360-299-4070

**School:** Utsalady Elementary

**Observer(s):** Utsalady Staff

**Date:** October 10<sup>th</sup>, 2016

**SIP Goal:** Based on cohort data from the 2015-16 Smarter Balanced Assessment (SBA):

- The 2016-17 fourth graders will improve from 61.9% to 71.9% meeting standard.
  - The 2016-17 fifth graders will improve from 74% to 84% meeting standard.
- Due to the fact there is no SBA cohort data for our current third graders, our third grade scores will improve from 61.9% to 71.9.

**Activity:** Student Interventions in Reading

October 10 <sup>th</sup> , 2016	30 days (By November 29 <sup>th</sup> , 2016)	60 days (By January 26 <sup>th</sup> , 2017)	90 days (By March 13 <sup>th</sup> , 2017)	120 days (By May 4 <sup>th</sup> , 2017)
<p>What will we accomplish?</p> <ul style="list-style-type: none"> <li>• For staff</li> <li>• For our students</li> </ul>	<p><b>STAFF</b></p> <ul style="list-style-type: none"> <li>• Targeted fluency practice/fluency building</li> <li>• Flexible groups formed to meet varying student needs.</li> <li>• Reading LAP tutor list created</li> <li>• Rewards@ program used in LAP with Journeys vocabulary</li> <li>• Word Study (like Words Their Way) in LAP</li> <li>• Review student reading data</li> <li>• Building Parent Advisory Council for Title/LAP explaining what LAP is, how students qualify for LAP, look at assessments, review and possibly edit district compact, talk about literacy issues for parents</li> </ul> <p><b>STUDENT</b></p> <ul style="list-style-type: none"> <li>• Practice passages for automaticity (fluency)</li> <li>• Targeted students receive LAP tutoring or volunteer help</li> <li>• LAP students learn how to recognize and read quickly multisyllabic words (Rewards@)</li> <li>• Students work on phonics, vocabulary, fluency, comprehension skills for better reading (Journeys Intervention)</li> </ul>	<p><b>STAFF</b></p> <ul style="list-style-type: none"> <li>• Targeted fluency practice/fluency building continues with targeted students</li> <li>• Flexible groups formed to meet varying student needs.</li> <li>• Reading LAP tutor list reviewed and changed as needed</li> <li>• Rewards@ program used in LAP with Journeys vocabulary</li> <li>• Word Study (like Words Their Way) in LAP</li> <li>• Review student reading data</li> <li>• Book study: <u>Teach Like a Champion</u> by Doug Lemov</li> <li>• Growth Mindset PLC</li> </ul> <p><b>STUDENT</b></p> <ul style="list-style-type: none"> <li>• Practice passages for automaticity (fluency)</li> <li>• Targeted students receive LAP tutoring or volunteer help</li> <li>• LAP students learn how to recognize and read quickly multisyllabic words (Rewards@)</li> <li>• Students work on phonics, vocabulary, fluency, comprehension skills for better reading (Journeys Intervention)</li> <li>• 2<sup>nd</sup> Benchmark Testing for AIMSweb completed</li> </ul>	<p><b>STAFF</b></p> <ul style="list-style-type: none"> <li>• Targeted fluency practice/fluency building continues with targeted students</li> <li>• Flexible groups formed to meet varying student needs.</li> <li>• Reading LAP tutor list reviewed and changed as needed</li> <li>• Rewards@ program used in LAP with Journeys vocabulary</li> <li>• Word Study (like Words Their Way) in LAP</li> <li>• Review student reading data</li> </ul> <p><b>STUDENT</b></p> <ul style="list-style-type: none"> <li>• Practice passages for automaticity (fluency)</li> <li>• Targeted students receive LAP tutoring or volunteer help</li> <li>• LAP students learn how to recognize and read quickly multisyllabic words (Rewards@)</li> <li>• Students work on phonics, vocabulary, fluency, comprehension skills for better reading (Journeys Intervention)</li> </ul>	<p><b>STAFF</b></p> <ul style="list-style-type: none"> <li>• Targeted fluency practice/fluency building continues with targeted students</li> <li>• Flexible groups formed to meet varying student needs.</li> <li>• Reading LAP tutor list reviewed and changed as needed</li> <li>• Rewards@ program used in LAP with Journeys vocabulary</li> <li>• Word Study (like Words Their Way) in LAP</li> <li>• Review student reading data</li> <li>• Target students for summer fluency practice</li> <li>• Target third grade students who are Level 1 and Level 2 for summer reading program</li> <li>• K-3 Reading data reviewed to see who is on "watch list" for early September Reading/Math night (Ghostbusters Theme)</li> </ul> <p><b>STUDENT</b></p> <ul style="list-style-type: none"> <li>• Know if they need to practice fluency over the summer</li> <li>• Targeted students receive LAP tutoring or volunteer help</li> <li>• LAP students use skills learned in Rewards@ program</li> <li>• Students work on phonics, vocabulary, fluency, comprehension skills for better reading (Journeys Intervention)</li> <li>• 3rd Benchmark Testing for AIMSweb to be completed by end of May</li> </ul>
<p>What will be evidence of implementation?</p>	<p><b>STAFF</b></p> <ul style="list-style-type: none"> <li>• Targeted fluency building activities ongoing</li> <li>• Updated LAP tutor student list</li> <li>• Continue to adjust flexible reading groups based on observation and data.</li> </ul> <p><b>STUDENT</b></p> <ul style="list-style-type: none"> <li>• More students on target to meet end of</li> </ul>	<p><b>STAFF</b></p> <ul style="list-style-type: none"> <li>• Targeted fluency building activities ongoing</li> <li>• Updated LAP tutor student list</li> <li>• Continue to adjust flexible reading groups based on observation and data</li> </ul> <p><b>STUDENT</b></p> <ul style="list-style-type: none"> <li>• More students on target to meet end of</li> </ul>	<p><b>STAFF</b></p> <ul style="list-style-type: none"> <li>• Targeted fluency building activities ongoing</li> <li>• Updated LAP tutor student list</li> <li>• Continue to adjust flexible reading groups based on observation and data</li> </ul> <p><b>STUDENT</b></p> <ul style="list-style-type: none"> <li>• More students on target to meet end of</li> </ul>	<p><b>STAFF</b></p> <ul style="list-style-type: none"> <li>• Targeted fluency building activities ongoing to end of literacy groups</li> <li>• Create "watch list" for September</li> <li>• Evaluate LAP program on annual survey</li> </ul> <p><b>STUDENT</b></p> <ul style="list-style-type: none"> <li>• More students on target to meet end of year grade level fluency standard and</li> </ul>

	year grade level fluency standard and literacy skills	year grade level fluency standard and literacy skills	year grade level fluency standard and literacy skills	year grade level fluency standard and literacy skills
What will be the evidence of impact?	<p><u>STAFF</u></p> <ul style="list-style-type: none"> <li>Increased awareness of best practices, assessments and interventions to help low readers</li> </ul> <p><u>STUDENT</u></p> <ul style="list-style-type: none"> <li>Increased fluency, word recognition and vocabulary</li> <li>Increased reading comprehension strategies and understanding</li> <li>With teacher assistance, able to select a "good fit" book.</li> </ul>	<p><u>STAFF</u></p> <ul style="list-style-type: none"> <li>Increased awareness of best practices, assessments and interventions to help low readers</li> <li>Used data to make necessary changes in reading instruction</li> </ul> <p><u>STUDENT</u></p> <ul style="list-style-type: none"> <li>Increased fluency</li> <li>Increased word recognition and vocabulary skills</li> <li>Increased reading comprehension strategies and understanding</li> <li>With teacher assistance, able to select a "good fit" book.</li> </ul>	<p><u>STAFF</u></p> <ul style="list-style-type: none"> <li>Increased awareness of best practices, assessments and interventions to help low readers</li> <li>Used data to make necessary changes in reading instruction</li> </ul> <p><u>STUDENT</u></p> <ul style="list-style-type: none"> <li>Increased word recognition and vocabulary skills</li> <li>Increased reading comprehension strategies and understanding</li> <li>With teacher approval, able to select a "good fit" book.</li> </ul>	<p><u>STAFF</u></p> <ul style="list-style-type: none"> <li>Increased awareness of best practices, assessments and interventions to help low readers</li> <li>Used data to make necessary changes in reading instruction</li> <li>Know which students on "watch list" for September</li> </ul> <p><u>STUDENT</u></p> <ul style="list-style-type: none"> <li>Has shown growth in reading fluency.</li> <li>Prepared to demonstrate improved reading growth on end of year assessments.</li> <li>Able to find own "good fit" book.</li> </ul>



# School Improvement Plan (SIP) 30-60-90-120 Day Incremental Monitoring Form

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Office Telephone: 360-299-4000  
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**Date: October 10<sup>th</sup>, 2016**

**Observer(s): Utsalady Staff**

**School: Utsalady Elementary**

**SIP Goal:** Based on cohort data from the 2015-16 Smarter Balanced Assessment (SBA):

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  - The 2016-17 fifth graders will improve from 74% to 84% meeting standard.
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**Activity: Collaboration in Reading**

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<p>What will we accomplish?</p> <ul style="list-style-type: none"> <li>• For staff</li> <li>• For our students</li> </ul>	<p><u>STAFF</u></p> <ul style="list-style-type: none"> <li>• Staff working together using 5Ds to improve instruction</li> <li>• Ongoing staff development on Digital Library</li> <li>• Pair primary &amp; intermediate staff cross-grade level to review data, interim assessments and curriculum</li> </ul> <p><u>STUDENT</u></p> <ul style="list-style-type: none"> <li>• Students in flexible reading groups</li> </ul>	<p><u>STAFF</u></p> <ul style="list-style-type: none"> <li>• Staff working together using 5Ds to improve instruction.</li> <li>• Ongoing staff development on Digital Library</li> <li>• Book Study: <u>Teach Like a Champion</u> by Doug Lemov</li> <li>• Growth Mindset PLC</li> </ul> <p><u>STUDENT</u></p> <ul style="list-style-type: none"> <li>• Students in flexible reading groups</li> </ul>	<p><u>STAFF</u></p> <ul style="list-style-type: none"> <li>• Staff working together using 5Ds to improve instruction</li> <li>• Staff working together using Digital Library for planning</li> <li>• Staff working together around released items on the SBA</li> </ul> <p><u>STUDENT</u></p> <ul style="list-style-type: none"> <li>• Students in flexible reading groups</li> </ul>	<p><u>STAFF</u></p> <ul style="list-style-type: none"> <li>• Staff working together using 5Ds to improve instruction</li> </ul> <p><u>STUDENT</u></p> <ul style="list-style-type: none"> <li>• Students in flexible reading groups</li> </ul>
<p>What will be evidence of implementation?</p>	<p><u>STAFF</u></p> <ul style="list-style-type: none"> <li>• Teachers at each grade level are using same language and skill</li> <li>• Review data</li> </ul> <p><u>STUDENT</u></p> <ul style="list-style-type: none"> <li>• Students appropriately placed in flexible reading groups</li> </ul>	<p><u>STAFF</u></p> <ul style="list-style-type: none"> <li>• Revise classroom instruction based on data and observation</li> </ul> <p><u>STUDENT</u></p> <ul style="list-style-type: none"> <li>• Students appropriately placed in flexible reading groups</li> </ul>	<p><u>STAFF</u></p> <ul style="list-style-type: none"> <li>• Score CBA's</li> <li>• Revise classroom instruction based off of CBA results</li> </ul> <p><u>STUDENT</u></p> <ul style="list-style-type: none"> <li>• Students appropriately placed in flexible reading groups.</li> <li>• Students are learning how to score own reading CBA</li> </ul>	<p><u>STAFF</u></p> <ul style="list-style-type: none"> <li>• Continued adjustment of instruction based on assessments</li> </ul> <p><u>STUDENT</u></p> <ul style="list-style-type: none"> <li>• Students appropriately placed in flexible reading groups.</li> <li>• Students know how to score own reading CBA</li> </ul>
<p>What will be the evidence of impact?</p>	<p><u>STAFF</u></p> <ul style="list-style-type: none"> <li>• Teachers begin to adjust flexible reading groups based on observation and data</li> <li>• Staff using similar teaching practices and common vocabulary</li> </ul> <p><u>STUDENT</u></p> <ul style="list-style-type: none"> <li>• Students receive equitable instruction in reading based on data</li> </ul>	<p><u>STAFF</u></p> <ul style="list-style-type: none"> <li>• Students appropriately placed in flexible reading groups</li> <li>• Teachers are using similar teaching practices and common vocabulary</li> </ul> <p><u>STUDENT</u></p> <ul style="list-style-type: none"> <li>• Students receive equitable instruction in reading based on data</li> </ul>	<p><u>STAFF</u></p> <ul style="list-style-type: none"> <li>• Students appropriately placed in flexible reading groups</li> <li>• Teachers are using similar teaching practices and common vocabulary</li> </ul> <p><u>STUDENT</u></p> <ul style="list-style-type: none"> <li>• Students receive equitable instruction in reading based on data</li> </ul>	<p><u>STAFF</u></p> <ul style="list-style-type: none"> <li>• Students appropriately placed in flexible reading groups</li> <li>• Teachers are using similar teaching practices and common vocabulary</li> </ul> <p><u>STUDENT</u></p> <ul style="list-style-type: none"> <li>• Students receive equitable instruction in reading based on data</li> </ul>

# SIP Glossary of Terms and Assessments

Term or Assessment	Description	Who to See / Where it's Found
Academic Recovery (AR)	1:1, staff and student; focused intervention (10 minutes or less) designed to support students falling below grade level standard in Math.	Principal, Utsalady Staff
AIMSweb	<p>AIMSweb is a benchmark and progress monitoring system based on direct, frequent and continuous student assessment. The results are reported via a web-based data management and reporting system to determine possible response to intervention</p> <p><b>LNF:</b> ability to read the names of both upper and lower case letters without hesitation  <b>LSF:</b> ability to say the sounds of each letter without hesitation  <b>PSF:</b> ability to break words into each individual sound  <b>NWF:</b> the ability to read individual letter sounds and blend into a word  <b>MAZE:</b> measures comprehension read silently  <b>ORF:</b> number of correct words read on an unfamiliar passage in one minute  <b>OCM:</b> the ability to count orally  <b>NIM:</b> the identify numbers 0-19  <b>QDM:</b> the ability to identify which number is the greater number of two numbers: 4 and 7 (the greater number is 7)  <b>MNM:</b> the ability to identify a missing number in a series: 1 ____ 3 (missing number is 2)  <b>M-Comp:</b> assesses computation skills in addition and subtraction. More difficult problems are worth more points.  <b>M-CAP:</b> assesses concepts and applications of mathematics</p>	LAP Coordinator, Principal, School Psychologist, Resource teacher
Best Practice	<p>A <b>best practice</b> is a method or technique that has been generally accepted as superior to any alternatives because it produces results that are superior to those achieved by other means or because it has become a standard way of doing things, e.g., a standard way of complying with legal or ethical requirements.</p> <p><i>Teach Like a Champion</i> by Doug Lemov</p> <p>A comprehensive resource filled with the techniques that have proven it is possible to close the achievement gap.</p>	Principal, Utsalady Staff
Common Core State Standards (CCSS)	<p>Common Core State Standards describe the knowledge and skills in English language arts and mathematics that students will need when they graduate, whatever their choice of college or career. The standards are based on the best national and international standards, giving our students a competitive advantage in the global economy.</p> <p>Over 40 states have adopted these standards, developed by educators nationwide through a process led by the Council of Chief State School Officers and the National Governors Association. Washington educators and taxpayers benefit from our ability to pool resources and expertise with other states to implement the standards. Parents can be assured their students will not lose ground if they move from one state to another. (Taken from OSPI website)</p>	OSPI Website, Utsalady Staff
Five Dimensions of Teaching and Learning (5Ds)	<p>We realize how critical it is to provide leaders and teachers with the skills necessary to support excellent classroom practice and we also know that this work needs to be thoughtful, intentional, and focused. That's the intent of the research-based instructional framework, the 5 Dimensions of Teaching and Learning (5D), composed of the core elements that constitute high-quality teaching. This is the instructional framework used by all certificated staff of the Stanwood-Camano School District.</p>	All Utsalady Certificated Staff
Hot List students	Students that are identified as needing extra help in math or reading and are not already identified as a special education student or a Learning Assistance Program (LAP) student.	Principal, LAP staff, Resource staff, Utsalady classroom teachers

Instructional Library	Resources that can be found on reading, writing, spelling, fluency, math, etc that are located in the reading room.	LAP Coordinator, LAP Tutors, Reading/Math Room
Intervention Team (IT)	A group whose focus is to help general education students be more successful whether it is in behavior, attendance, or academics. IT works with teachers and families to find the necessary resources to help students be successful.	Principal, Psych, LAP Coordinator, Primary Gen Ed rep, Intermediate Gen Ed rep
Learning Assistance Program (LAP)	A state funded general education program to give services to struggling students K – 4 in literacy. Math services can be given only if there is available resources after serving K – 4 literacy.	LAP Coordinator, LAP assistants.
Learning Lab	Learning Lab is time provided to each student 30 minutes, four days a week (Mondays, Tuesdays, Thursdays, Fridays). During this time, students are allowed to go to computer lab (IXL, word processing, writing, Typing Agent, etc), library (read silently, work with a buddy to practice sight words, spelling, etc), math interventions with Mr. Leach or stay back in class with their classroom teacher to get small group or one-on-one interventions.	Principal, Grade Level Teams, Para Educators
Learning Target	Definition according to 5D+ Teacher Evaluation Glossary: What the teacher wants students to know and be able to do as a result of the daily lesson (in support of unit goals and standards).	Principal, Utsalady Staff, in classrooms
McKinney – Vento	McKinney - Vento students are those that are identified as homeless. Stanwood-Camano School District liaison keeps appropriate staff apprised of who those students are	SCSD McKinney-Vento Liaison, LAP Coordinator, Principal, Psych
Measures of Academic Progress® (MAP)	Measures of Academic Progress (MAP) is an assessment given 2 to 3 times a year to help assess a student's strengths and struggles in the areas of reading and math. This assessment is taken on the computer and given to all second, third, fourth and fifth graders.	Proctor; in computer lab by homeroom classrooms
Motivation Assessment Scale® (MAS)	Assessment used to decide what is behind the repeat behavior of a student. Sensory – student chews on pencils, plays with small items, sucks front of t-shirt, rocks in chair – the student's behavior focused on a sense. <u>Attention</u> – student behavior is such that s/he is looking for teacher's/classmates' attention. Given a job or activity that gives attention, can help behavior Escape – the work is either too hard or too easy for a student so the student checks out by going to the bathroom or some other disruptive behavior <u>Tangible</u> – student wants something out of doing the work – a sticker, a pencil, or popcorn ticket, etc.	LAP Coordinator as part of IT; from reading/math room
MSP Released Items	OSPI has released items that appeared on previous tests (formerly the WASL). While the WASL and MSP have been replaced by the Smarter Balance (SBAC) the MSP released items remain a valuable resource. This resource can help students practice and view the format of the state testing. (Taken from OSPI website)	OSPI Website, Utsalady Staff

Origo®	Computational fluency activities used for math interventions	Copied Origo in a binder in the copy room, copy in LAP room, boxes of created materials in each classroom
Parent Resource Library	Located in Reading Room office and conference room – resources to help parents support student help at home.	LAP Coordinator, Reading/Math Room
PEG team	Groups who meet to decide if a student should be on an IEP or to rework/reevaluate an IEP.	Psych, Resource Teacher, ASSIST 1, SLP, OT/PT, Principal (LAP Coordinator and general classroom teacher as needed)
Professional Learning Community (PLC)	A Professional Learning Community is an extended learning opportunity to foster collaborative learning among colleagues within a particular work environment or field. PLCs are used at Utsalady as a way to organize teachers and staff into working groups.	Principal, Building Leadership Team, PLC groups
Read Naturally®	Fluency building program that is mostly used with Resource, LAP, and general education students needing extra at home practice.	LAP Coordinator, Reading/Math room
Response to Intervention (RTI)	Response to Intervention (RTI) is a multi-tiered approach to help struggling learners. Students' progress is closely monitored at each stage of intervention to determine the need for further research-based instruction and/or intervention in general education, in special education, or both.	Principal; Psych; Resource teacher; LAP Coordinator
Rewards®	Multisyllabic Word Reading Strategies program used as an intervention in 3 <sup>rd</sup> and 4 <sup>th</sup> grade low reading groups. Developed in part by Anita Archer.	LAP Coordinator; Reading/Math room
SBA Interim Assessment	Optional interim assessments allow teachers to check student progress throughout the year, giving them information they can use to improve their instruction and help students meet the challenge of college- and career-ready standards. These tools are used at the discretion of schools and districts, and teachers can employ them to check students' progress at mastering specific concepts at strategic points during the year.	Principal, Utsalady Staff, <u>Smarter Balanced Website</u>
Six Minute Solution®	Fluency building program divided into primary and intermediate levels. Developed in part by Anita Archer.	LAP Coordinator, Reading/Math room
Smarter Balance Assessment Consortium (SBAC)	<i>The Smarter Balanced Assessment Consortium is developing a system of valid, reliable, and fair next-generation assessments aligned to the Common Core State Standards (CCSS) in English language arts/literacy (ELA/literacy) and mathematics for grades 3-8 and 11. The system—which includes both summative assessments for accountability purposes and optional interim assessments for instructional use—will use computer adaptive testing technologies to the greatest extent possible to provide meaningful feedback and actionable data that teachers and other educators can use to help students succeed.</i> (resource: Smarter Balance Website)	Principal, LAP Coordinator, Classroom teachers
SPELL 2	Computerized spelling assessment that gives a detailed analysis of spelling errors and gives recommendations as well.	LAP Coordinator, Reading/Math Room
SQRRRL (Squirrel)	A strategy to help students learn how to approach non-fiction materials. S – student surveys the article by looking at title, pictures, captions, bold words, and other text features	Math/Reading Facilitator, Reading room

	<p><b>Q</b> – student questions what s/he thinks the article may be about</p> <p><b>R</b>- Read – student reads sections of the article to partner. Partner reads sections to first student. Both students work together to decide the main ideas of those sections.</p> <p><b>R</b>-Reread article – partners switch the sections they read before and add to main ideas the supporting details that match each section's main idea.</p> <p><b>R</b>-Revisit – partners reread parts not sure about</p> <p><b>L</b>-Learn – students look at the questions they generated to see if the article matches and think about what learned in the article.</p>	
Success Criteria	Definition according to 5D+ Teacher Evaluation Glossary: What it will look and sound like, for both teacher and student, if the student hits the lesson learning target.	Principal, Utsalady Staff, in classrooms
Teacher Development Group (TDG)	Group out of Oregon who has helped the Stanwood-Camano School District train teachers in math best practices. The TDG best practices are good instructional practices for all content areas.	Math Coach, Principal, Studio Teacher