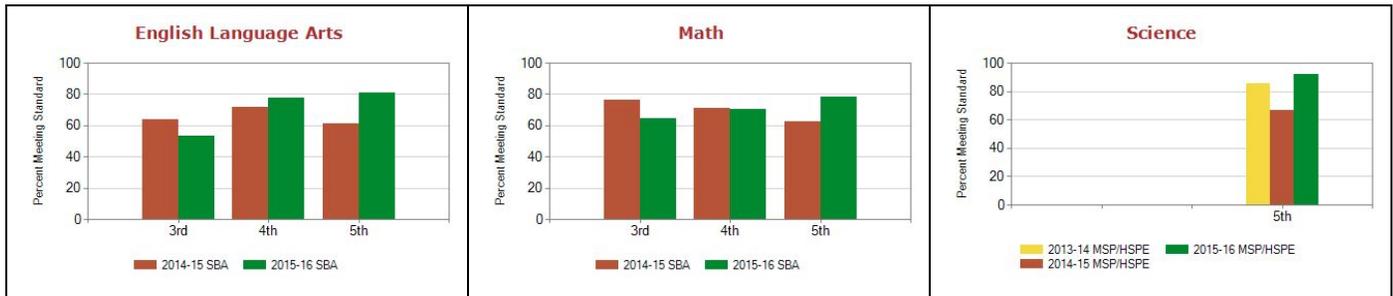


# McKenny Elementary School Improvement Plan 2016 - 2017

<b>Enrollment</b>	373
<b>Free/Reduced Lunch</b>	30.0%
<b>Special Services</b>	17.2%
<b>English Language Learners</b>	5.4%
<b>Unexcused Absence Rate</b>	0.2%
<b>Suspensions</b>	14

## WASHINGTON COMPREHENSIVE ASSESSMENT PROGRAM:



## Communication Goal:

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

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

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

- Skyward Message Center emails will also be sent to teachers
- PTO information sent home with students will also be placed in teacher mail boxes
- Teachers will be kept informed of building-level news items that should be communicated at the classroom level
- Teachers and other staff members will participate in PTO meetings
- PTO Report will be added to the staff meeting agenda. Report will be made by staff member(s) who attended the most recent PTO meeting

McKenny staff will enlist four community members to serve as bilingual liaisons (two Vietnamese and two Spanish). These liaisons will provide support in our efforts to communicate with families, with limited English proficiency, regarding school and classroom activities.

# Achievement Goals:

## ELA:

### Kindergarten:

Reading: By the end of May 2017, at least 70% of kindergarten students will be able to identify 94% of the letter sounds, as measured by classroom summative assessments and formative assessments.

- Strategies may include but are not limited to: Wonders materials, one-on-one tutoring, and letter of the week

Writing: By the end of May 2017, at least 70% of kindergarten students will be able to use a combination of drawing, dictation, and writing to tell about an idea, while remaining on topic, using correct capitalization and end punctuation, as measured by formative assessments and a review of journal writing.

- Strategies include: teacher modeling of sentence writing and practice writing in journals

### First Grade:

Reading: By June 2017, 80% of first graders will read a minimum to 50 wcpm, as measured by end of year Wonders Fluency Assessment (You and your Shadow), and sight word fluency assessment at appropriate benchmark (40+ words read correctly in one minute).

- Strategies include: Running Record will be given a minimum of four times per year; Daily 5 strategies; Reading groups using 3 levels of Wonders (approaching level, at level, and beyond level), including paraeducator support; and the reading specialist will provide double dose intervention daily using Wonder Works.

Writing: By June 2017, 80% of first graders will effectively write a complete opinion piece as measured by a teacher-created common rubric based on CCSS writing standards. Using Wonders ELA curriculum, students will demonstrate writing using writing traits, (conventions, writer's craft, and writer's applications, using informal observations using journaling, and the Close Reading Companion.

- Strategies include: Grade level collaboration regarding books and questions; increasing the number of opinion writing opportunities to one per month, and the number of teacher created opinion forms and questions; comparing student work to guide instruction; continued use of teacher-created 5 star opinion writing rubric; and, using Wonder's ELA curriculum with fidelity.

### Second Grade:

Reading: By June 2017, 80% of second-grade students will read with sufficient accuracy and fluency to support comprehension as measured by running records, STAR, and Spring MAP testing as formative assessment, and Wonders weekly selection comprehension tests as summative assessment.

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

Writing: By June 2017, 80% of second-grade students will be able to write response to Wonders selections, friendly letters, and narrative and expository pieces including personal opinion.

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

### Third Grade:

Reading: By June 2016 80% of third graders will demonstrate 10% individual growth in vocabulary, comprehension and written response as demonstrated by Wonders Unit assessments.

By June 2016 80% of third graders will demonstrate 20 words per minute of growth in Reading Fluency at their reading level as measured by Wonders Benchmark Fluency Assessment.

- Strategies include: Differentiated instruction, Wonderworks groups with WRC member to provide double dose of intervention.

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

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

***The fourth and fifth grade 2016-17 grade level goals focus on Habits of Mind, Washington State Learning Standards, Next Generation Science Standards, and the connections between content areas to promote lifelong learning. Encourage Habits of Mind skills by using instructional strategies, rubrics and reflections:***

**English Language Arts**

- Analyze elements of literature through the Habits of Mind lens.
- Expand ability to identify key ideas and details in literary and informational text.
- Use the writing process to strengthen writing skills across content areas.
- Expand ability to identify, craft and assess opinion, explanatory and narrative writing.
- Utilize social studies, science and the arts to practice ELA skills.

**Social Studies**

- Uses critical thinking skills to research, deliberate, and evaluate historical events from multiple perspectives.

**The Arts**

- Applies the creative process of creating, performing/presenting and responding, to demonstrate thinking skills.
- Understands how the arts influence and reflect cultures

**ELA SPED**

In spring 2016, 36% of 3rd, 4th, 5th grade students receiving Special Education services met or exceeded their projected growth on MAP. By spring 2017, 50% will meet or exceed their projected growth.

**ELA POVERTY**

In spring 2016, 80% of 3rd, 4th, and 5th grade students identified as low income met or exceeded their projected growth on MAP. By spring 2017, 85% will meet or exceed their projected growth.

**MATH:**

Kindergarten: By the end of May 2017, at least 70% of kindergarten students will be able to recognize, write, identify, compare and sequence the numbers 0 – 20, as measured by Bridges Number Corner checkup, formative assessments, and daily work.

- Strategies include: use of Bridges Number Corner materials, work places, Home Connections, and classroom lessons.

First Grade: By June 2017, 80% of first graders will accurately relate counting to addition and subtraction (1.OA.5), add and subtract within 20 (1.OA.6), understand that two-digit numbers are an amount of 10’s and 1’s, as measured by Number Corner assessments given in October, January, March and May.

- Strategies include: Use Bridges curriculum with focus on fidelity; daily work in units 1-8; Work Places; Number Corner activities.

Second grade: By June 2017, 80% of second graders will demonstrate understanding of major clusters presented in units 1-8 of Bridges all-inclusive curriculum. Assessments will include pre-tests, post-tests and check points in units 1-8.

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

Third Grade: By June 2016, 85% of all students will improve from intensive to strategic or from strategic to approaching standard or from approaching standard to meeting standard (or remain at meeting standard) from pre to post assessment on each Bridges unit.

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

***The fourth and fifth grade 2016-17 grade level goals focus on Habits of Mind, Washington State Learning Standards, Next Generation Science Standards, and the connections between content areas to promote lifelong learning. Encourage Habits of Mind skills by using instructional strategies, rubrics and reflections:***

- Use the mathematical practices (make sense of problems and persevere in solving them, reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others, model with mathematics, use appropriate tools strategically, attend to precision, look for and make use of structure, look for and express regularity and repeated reasoning.

**MATH SPED**

In spring 2016, 55% of 3rd, 4th, 5th grade students receiving Special Education services met or exceeded their projected growth on MAP. By spring 2017, 65% will meet or exceed their projected growth.

**MATH POVERTY**

In Spring 2016, 60% of 3rd, 4th, and 5th grade students identified as low income met or exceeded their projected growth on MAP. By Spring 2017, 70% will meet or exceed their projected growth.

**SCIENCE:**

Kindergarten: By the end of May 2017, at least 70% of Kindergarten students will ask and answer questions about key details in a Science text read aloud, information presented orally, or through other media, as measured by formative assessment and journaling.

- Strategies may include: Foss science kits, K/W/L chart, think-pair-share before and after reading text, new information researched as a class.

First Grade: By June 2017, 80% of first graders will ask and answer questions about key details pertaining to FOSS kit state standards; use observation skills, show proper use of materials, and demonstrate understanding of part to whole as measured by observation checklists, labeled drawings, and documented verbal explanations.

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

Second Grade: By June, 2017, 75% or more of second grade students will show understanding of key concepts presented in the following FOSS kits: Air and Weather, Balance and Motion, and Insects.

- Assessment to ascertain demonstration of understanding will include the following: teacher observation, students' verbal explanations, proper use of materials, formative and summative written assessments, and recorded observations in science journals including labeled diagrams.

Third Grade: By June 2016 all students will be able to identify the path they took on an I Wonder Circle during a scientific investigation.

- Strategies include: Science Companion, FOSS science kit and Pacific Science Center materials, and I Wonder Circle lesson and resources.

***The fourth and fifth grade 2016-17 grade level goals focus on Habits of Mind, Washington State Learning Standards, Next Generation Science Standards, and the connections between content areas to promote lifelong learning. Encourage Habits of Mind skills by using instructional strategies, rubrics and reflections:***

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

<b>SCIENCE SPED</b>	<b>SCIENCE POVERTY</b>
<ul style="list-style-type: none"><li>-Enhance the cultural competence of staff through shared readings</li><li>-Analyze the opportunity gap through a close examination of student demographic data</li><li>-Continued focus on student transitions (elementary to middle school)</li></ul>	<ul style="list-style-type: none"><li>-Continued focus on Science Fair and other family engagement events.</li><li>-Enhance the cultural competence of staff through shared readings</li><li>-Continued focus on student transitions (elementary to middle school)</li><li>-Analyze the opportunity gap through a close examination of student demographic data</li></ul>

**P**rofessional Growth Goal:

- By the second week of November, McKenny staff will work collaboratively to write student growth goals that will be a part of focused and comprehensive evaluations.
- By December 16, 2016, the Mission Statement team will have rewritten the McKenny mission statement.
- By the end of the collaboration time on February 1, 2017, McKenny staff will have reviewed the goals and strategies contained in the SIP to determine progress made toward the implementation of strategies.
- By the end of the collaboration time on May 3, 2016, McKenny staff will have reviewed, for a second time, the goals and strategies contained in the SIP to determine progress made toward the implementation of strategies.
- Collaborative teams will meet during early release time to determine the essential learnings for each unit of Bridges in

## **S**afety Goal:

By October 15, 2016, McKenny staff will make parents aware of the background check process necessary for volunteers and chaperones. Communication strategies will include:

- Newsletter (school and classrooms)
- Curriculum night
- Bilingual liaisons
- Skyward Message Center
- Field trip chaperone form

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

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

By February 2017, the Safety Team will address the following:

- Door locking mechanisms
- Flashlights in each classroom
- Procedures related to active intruder
- Keys for teacher access to all spaces
- Participating in a surprise lockdown including law enforcement

## **P**BIS:

- PBIS Leadership team will meet monthly to review office discipline referral data and refine the implementation of positive behavior supports.
- By September 6, 2016, principal, counselor and prospective behavior technician will be trained in the SWIS system for data collection
- By November 30, 2016, one paraeducator will be trained to serve in the role of behavior technician.
- By December 16, 2016, a Check-in Check-out system, for students with tier 2 and tier 3 behaviors, will be implemented and will be managed by our behavior technician.
- Staff will continue to reinforce positive student behavior through life skills tickets, positive office referrals, and the Golden Hawk Award.

## **S**TRENGTHS:

- Recruited several community members who are bilingual to serve as communication liaisons for other members of the school community who do not speak English.
- We held an International Night to celebrate diversity in our school and community.
- 82% of our fifth grade students, who are identified as low income, met standard on the math SBA.
- Our Science Fair received rave reviews from regional science leadership (Craig Gabler).
- Fifth Grade SBA scores, particularly Science, were strong.
- We implemented a Creativity Festivity and had a focus on Fine Arts in Spring 2016.
- We embarked upon a re-implementation of PBIS strategies.
- Positive Office Referrals
- Life Skills Awards crosswalked to Spirit Skills
- Reformed PBIS Leadership Team
- Created lessons, with visual presentations, to teach the Spirit Skills

## **O**PPORTUNITIES FOR SCHOOL GROWTH:

- As we embark on the process of implementing Professional Learning Communities, we will need to focus on creating a master schedule which provides opportunities for collaboration within the contract day as well as intervention/extension blocks that don't reduce instructional time.
- We will provide more building based opportunities for professional development for our teachers and other staff members.
- In partnership with leadership from the Student Support department, we will work to provide supports for the students and staff members in our DLC programs.
- Teachers will analyze data from the writing portion of the ELA SBA to determine how many students did not write to the style of prompt they were given (Informational, Opinion, or Narrative). Increased emphasis will be placed on teaching the elements of each style (Informational, Opinion, or Narrative).