2018-2019 School Improvement Action Plan - Starr Elementary School
(This is a living and ever changing document/plan modified to meet the needs of Starr students)

District Goal: Decreased achievement gaps among all student sub-groups on state accountability tests.

School Improvement Goal:
In grades K-2 there will be a 5% reduction between Gened and EL and SPED subgroups in the percent of students who score at or above the 40th %ile within the ELA measures of the MAP assessments.

In grades 3-5 in 2017-2018 there was a 25% difference between Gened and EL student who scored at or above the 40thile. In 2017-2018 there was a 23% difference between Gened and SPED student who had scored at or above the 40thile. The SIP goal for 2018-2019 is to decrease the difference to 20% between our Gened and El subgroups and to 18% between our Gened and SPED subgroups.

Theory of Action	**Support Data** - Rationale for School Improvement Goal
If teachers engage in collaborative standards based planning, focus on student learning using real time data to inform instruction, intervention and extensions and improve instructional competence through coordinated efforts as a school, then gaps in achievement for all subgroups will decrease.	**Demographic Data** • 522 total students. • 222 students who identify as Hispanic (43%). • 68 students receiving SPED services. • 107 students receiving ELL services. • 70 students receive tier 2 or 3 services in reading or math. • 35% of students receiving Tier 2 or Tier 3 RTI support within the areas of reading and math also receive support through the English Learners program.

2018 Starr NSCAS Scores

Grade	3rd GENED	3ELL	3SPED	3RTI	4th GENED	4ELL	4SPED	4RTI
Developing	54%	69%	89%	83%	41%	67%	100%	81%
On-Target	33%	31%	11%	11%	41%	33%	0%	19%
CCR	13%	0%	0%	6%	18%	0%	0%	0%
Grade	**5th GENED**	**5ELL**	**5SPED**	**5RTI**	**Starr**			
Developing	67%	75%	100%	86%	52%			
On-Target	33%	25%	0%	13%	36%			
CCR	10%	0%	0%	0%	12%			

MAP Fall 2018: Percent at or Above the 40th%ile within ELA

Grade	First	Second	Third	Fourth	Fifth	Starr
GENED	86	63	91	84	76	80
ELL	55	36	0	33	20	28.8
SPED	62	14	25	30	13	28.8
SD	14	17	15	13	14.5	14.7
	% met projected growth			57	47	

MAP: Percent at or above the 40th %ile within ELA (2017-2018)

Grade	Fall Reading Percentage	Winter Reading Percentage	% who met expected growth (Fall to Winter)	%< 40th%ile and met expected growth (Fall to Winter)	Spring Reading Percentage	% who met expected growth (Winter to Spring)	% who scored < 40th%ile and met expected growth (Winter to Spring)

3	3rd 71%	3rd 69%	3rd 43%	3rd 47%	3rd 76%	3rd 66%	3rd 57%
4	4th 65%	4th 66%	4th 55%	4th 50%	4th 62%	4th 56%	4th 39%
5	5th 61%	5th 67%	5th 52%	5th 33%	5th 64%	5th 50%	5th 50%
ELL	ELL 20%	ELL 26%	ELL 42%	ELL 19%	ELL 39%	ELL 66%	ELL 50%
SPED	SPED 5%	SPED 9%	SPED 52%	SPED 50%	SPED 41%	SPED 69%	SPED 59%

Improvement Strategies:	**Research supporting this strategy**
Implementation of PLC model	http://www.k12.wa.us/Compensation/pubdocs/Vescio2008PLC-paper.pdf
Implementation of RTI system	http://www.rtinetwork.org/learn/research/researchreview

2018-2019 School Improvement Action Plan - Starr School Implementation Plan

Actions	**Person (s) Accountable**	**Measurable Indicators**	**Resources**	**Due Date**	**Timing**								
					Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
All certified instructional staff will engage in the PLC process.	Building administration	-- At least 1 time per week for all core areas -- Specific communication with ELL and SPED staff to ensure collaboration -- Developed norms/agendas. -- Established goals aligned to the school/district improvement priorities. -- Focus collaboration around formative assessment/rigorous task.	-- PLC agendas. -- Instructional coaches. -- LS resources and support. -- RTI/PLC data tracking sheet.	Weekly	x	x	x	x	x	x	x	x	x
All certified instructional staff members will engage in standards based lesson planning.	Building administration	-- ELL & SPED staff will be in contact with gened weekly. -- Gened will share editing rights to lesson plans. -- Gened, SPED and ELL lessons will be reflective of the same learning target.	-- Instructional coaches. -- Iobservation data. -- Team drive resources. -- Lesson plans.	Weekly	x	x	x	x	x	x	x	x	x

		-- Differentiated success criteria will be created for student subgroups focused on the same target. --Specific/targeted data from student subgroups is analyzed. (formative assessment) --Classroom staff will monitor focus standards from MAP for each of their students.	-- Formative assessment results										
All certified instructional staff members will implement and maintain school of rigor action board goals.	Building administration	-- Google form data collected.	-- LS resources and support. -- Instructional coaches.	Weekly	x	x	x	x	x	x	x	x	x
All certified instructional staff members will implement and maintain RTI process objectives.	Building administration & RTI Chair	-- RTI data tracking sheet is updated regularly. -- Academic interventions are a direct match to student needs and standards. -- Create a list of interventions/ideas for creating support plans -- Ensure standards alignment when creating intervention programs	-- RTI data tracking sheet -- Wonders curriculum/ intervention support. -- Instructional coaches. -- Student summary forms.	Weekly	x	x	x	x	x	x	x	x	x