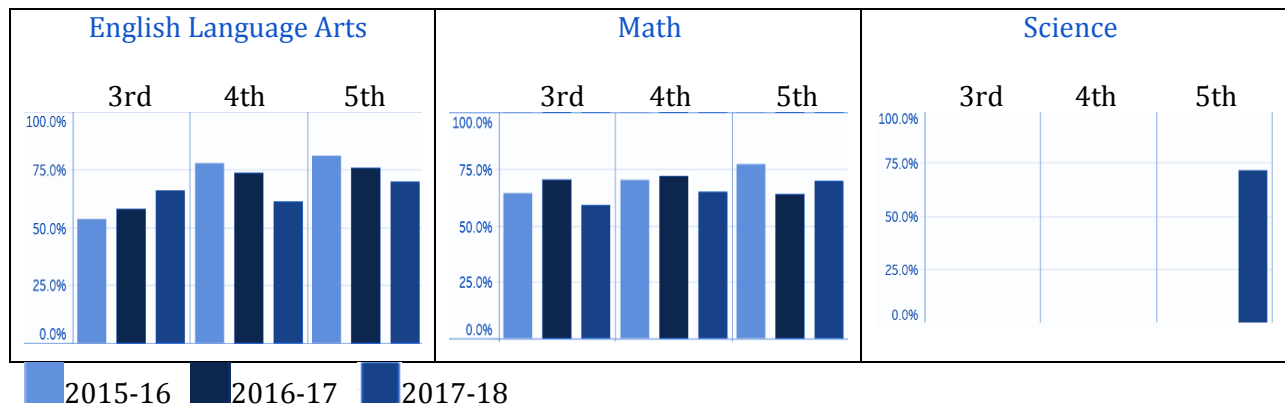


2018-19 McKenny School Improvement Plan

Enrollment	378
Free/Reduced Lunch	30.2%
Special Services	20.1%
English Learners	5.0%
Unexcused Absence Rate	0.2321%

WASHINGTON COMPREHENSIVE ASSESSMENT PROGRAM:



English Language Arts

GL	2015-16	2016-17	2017-18
3 rd	53.5%	57.9%	65.9%
4 th	77.7%	73.2%	60.9%
5 th	81%	75.3%	69.3%

Math

GL	2015-16	2016-17	2017-18
3 rd	64.2%	69.8%	58.8%
4 th	70.3%	71.6%	64.9%
5 th	77%	63.8%	69.3%

Science

GL	2015-16	2016-17	2017-18
3 rd	---	---	---
4 th	---	---	---
5 th	---	---	70.9%

COMMUNICATION GOALS:

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

- Classroom web pages, newsletters, other regular digital communications.
- 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 all certificated staff.
- PTO information sent home with students will also be placed in mailboxes of all certificated staff.
- Teachers and other staff members will participate in PTO meetings.
- PTO Report will be a regular item on staff meeting agendas. Report will be made by staff members who attended the most recent PTO meeting.

ENGLISH LANGUAGE ARTS ACHIEVEMENT GOALS:

Kindergarten:

Reading: By May 2019, 70% of all kindergartners will recognize 85% of lowercase letters and 85% of letter sounds as measured by classroom data and end of Wonders unit assessments.

- Strategies include, but not limited to, Wonders reading materials, Wonderworks, WIN Time, and small group instruction.

Writing: By May 2019, 70% of all kindergartners will use phonetic spelling and sight words to write a simple sentence, measured by an end-of-year writing assessment.

- Strategies include: Journal writing, WIN time, small group instruction, Wonders response journals.

First Grade:

Reading: By May 2019, 80% of all first graders will read a minimum of 50 WCPM, as measured by end of year Wonders fluency assessment and 40+ words read correctly in one minute in the Wonders sight word fluency diagnostic assessment.

- Strategies include: A running record will be given a minimum of four times per year; Daily 5 strategies; Reading groups consisting of three levels of Wonders (approaching level, at level, and beyond level), including para support and reading corps member support; and, for students identified as needing intensive support, they will receive instruction from a LAP reading specialist.

Writing: By May 2019, first graders will score 80% or higher on a writing rubric based on common core state standards and Wonders curriculum, effectively writing complete opinion, narrative, and informational pieces. Using Wonders ELA curriculum, students will demonstrate writing using writing traits (conventions, writer's craft, and writer's applications).

- Strategies include: Grade level collaboration regarding books and questions; six writing opportunities per year, using teacher created content, forms, and questions; comparing student work and outcomes in collaboration to guide instruction; a consistent writing rubric; and use of Wonders ELA curriculum with fidelity.

Second Grade:

Reading: By May 2019, second graders will improve reading fluency from 67% at grade level to 80% reading at grade level as measured by Wonders oral reading fluency assessment. 85% of those students already meeting end-of-year-fluency benchmark will improve their WCPM by 20 words.

Writing: By May 2019, 80% of all second graders will be able to write a second grade proficient paragraph using a topic sentence, reasons, details or evidence and a conclusion. Paragraph will be assessed using teacher created rubric.

Third Grade:

Reading: By March 2019, all third graders will make fluency growth proportionate to their fall reading level.

- Strategies Include: Weekly fluency practice, reading aloud to a partner, choral reading, setting individual fluency goals and tracking individual growth.

Writing: By March 2019, 80% of all third graders will be able to write a third grade proficient multi-paragraph essay that includes an introduction, details with text evidence and a conclusion. The multi-paragraph essay will be assessed using teacher created rubric.

- Strategies include: weekly writing practice, teacher feedback and discussion, WIN groups and graphic organizers.

Fourth Grade:

Reading: By June 2019, 80% of fourth graders will demonstrate 10% individual growth in vocabulary, comprehension and written response as demonstrated by MAP.

- Strategies include: Differentiated instruction, Wonderworks groups with WRC member to provide double dose of intervention, WIN Time for all students.

Writing: By June 2019, 80% of all fourth graders will be able to write a fourth 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 utilizing multiple resources including technology.

Fifth Grade:

Reading: By May 2019, 80% of fifth graders will meet their individual growth goals as determined by NWEA norms, in comprehension and written response as demonstrated by MAP and or Wonders assessments.

- Strategies include: Differentiated instruction, Wonderworks groups, WIN time for all students.

Writing: By May 2019, 80% of fifth graders will be able to write multiple paragraphs about the same topic (each paragraph includes topic sentence, reasons, details or evidence and a conclusion). Paragraphs will be assessed using teacher created rubric.

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

ELA Special Education Students

By annual review dates occurring between October 2018 and May 2019, 75% of all students IEP goals in ELA will be met or exceeded as reported at the time of their annual IEP review.

ELA Poverty Students

In spring 2018, 45% of students who access FRL met standard on the ELA Smarter Balanced assessment. By spring 2019 will increase by 10%.

MATH ACHIEVEMENT GOALS:

Kindergarten:

By May 2019, at least 80% of kindergartners will be able to recognize, write, and identify numbers from 0-20 as measured by the Bridges Number Corner checkup.

- Strategies include Bridges, Number Corner, Home Connections, and work places.

First Grade:

By May 2019, 80% of first graders will accurately relate counting to addition and subtraction (1.OA.5), add and subtract within 20 (1.OA.6), and 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, as well as Bridges unit tests given monthly.

- Strategies include: Use Bridges curriculum with focus on fidelity; daily work in Units 1-8; consistent use of workplaces; use of intervention materials; and Number Corner activities.

Second Grade:

By May 2019, 75% of second graders will increase at least one proficiency level as shown by pre and post-tests in Units 1-7.

Third Grade:

By March 2019, all students will make adequate growth on Critical Standards, as reflected by improving one Bridges Proficiency Level from pre to post test on Unit 2-6 assessments. Students who demonstrate high proficiency on pre-assessments will make growth through extension projects.

- Strategies Include: Bridges lessons and practice book pages, small group re-teaching, work place practice, skills practice and number corner lessons.

Fourth Grade:

By June 2019, 80% of all students will improve individual scores by one Bridges level or more from pre to post assessment on each Bridges unit.

- Strategies include: Bridges lessons and practice pages, small group re-teaching, Number Corner lessons and workplace practice, technology: IXL and Xtra Math.

Fifth Grade:

By May 2019, 80% of all students will improve one Bridges proficiency level and/or meet grade level standard from the pre to post assessment in Bridges units 1-7.

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

Math Special Education Students

By annual review dates occurring between October 2018 and May 2019, 75% of all students IEP goals in math will be met or exceeded as reported at the time of their annual IEP review.

Math Poverty Students

In spring 2018, 45% of students who access FRL met standard on the ELA Smarter Balanced assessment. By spring 2019, we will increase by 10%.

SCIENCE ACHIEVEMENT GOALS:

Kindergarten:

By May 2019, at least 80% of kindergartners will be able to generate evidence and solutions to problems, apply, demonstrate, and use scientific thinking, and understand scientific explanations as measured by formative assessment and science journaling.

- Strategies include text science informational text from Wonders, Mystery Science, Think/Pair/Share, classroom experiments, and STEAM activities.

First Grade:

By May 2019, 80% of first graders will demonstrate understanding of key details pertaining to FOSS kits, Mystery Science, and the Next Generation Science Standards. Students will focus on the collection of observational data, exploration and discovery of scientific concepts, and focus on the following units relating to NGSS: Sun, Moon and Stars, Properties of Light and Sound, and Plant and Animal Structures and Survival.

- Strategies include: Using Mystery Science online curriculum and FOSS curriculum with fidelity to satisfy Next Generation Science Standards.

Second Grade:

50% of second grade students will participate in the March 2019 Science Fair with student produced research projects.

Third Grade:

By June 2018 all students will apply the Next Generation Science Practice of “asking questions and defining problems,” and “planning and carrying out investigations” through inquiry projects.

- Strategies Include: Mystery Science investigations, Science Companion lessons and investigations, FOSS lessons and investigations and lessons.

Fourth Grade:

By June 2019 students will generate evidence and solutions to problems, apply and generate scientific thinking, understand scientific explanations as taught through NGSS standards.

- Strategies include: Science Companion, Mystery Science, FOSS science kit and Pacific Science Center materials, NGSS resources.

Fifth Grade:

By June 2019, 70% of students will generate evidence and solutions to problems, apply and generate scientific thinking, understand scientific explanations as taught through NGSS standards as measured by NGSS aligned assessments and/or Washington Comprehensive Assessment of Science (WCAS).

- Strategies include: Mystery Science, Online Videos (Crash Course Kids, Study Jams, Flocabulary, etc.) NGSS resources.

SCIENCE SPED:

- Enhance the cultural competence of staff through shared readings.
- Analyze the opportunity gap through a close examination of student demographic data.

- Continued focus on student transitions - elementary to middle school.

SCIENCE POVERTY:

- Continued focus on Science Fair and other family engagement events.
- Enhance the cultural competence of staff through shared readings.
- Continued focus on student transitions - elementary to middle school.
- Analyze the opportunity gap through a close examination of student demographic data.

PROFESSIONAL GROWTH GOALS:

- By the last week of October, McKenny staff will work collaboratively to write student growth goals that will be a part of focused and comprehensive evaluations.
- By the end of January 2019 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 June 2019 McKenny staff will have reviewed, for a second time, the goals and strategies contained in the SIP to reflect on progress made toward goals set.
- Collaborative teams will meet during early release time to determine essential learnings and to determine, or create, formative assessments to inform instruction and intervention.
- All staff will receive ALICE training in various phases throughout the school year.
- Staff will receive training in the Second Step social emotional learning curriculum.

SAFETY GOALS:

- All staff will wear OSD name badges.
- All visitors will sign-in and wear visitor stickers on a daily basis.
- Office staff will provide visitors with gracious verbal reminders to sign-in.
- By the end of February 2019 a team of McKenny staff members will receive First Aid/CPR training.
- All staff will receive ALICE training in various phases throughout the school year.
- All exterior doors will remain locked throughout the school day with the exception of the doors at the main entrance.

PBIS GOALS:

- PBIS leadership team will meet monthly to review office discipline referral data and refine the implementation of positive behavior supports.
- PBIS Tier 2 leadership team will meet twice monthly during early release time to review office referrals and Tier 2 systems of support for students.
- PBIS coach will make a report to staff at staff meetings regarding ODRs and positive behavior supports.
- During fall conference week, PBIS coach and behavior technician will provide a training (3 hours) for all McKenny paras regarding all aspects of current Tier 1 PBIS implementation.
- Tier 2 leadership team will attend district provided Tier 2 training and SWIS training.
- Staff will continue to reinforce positive student behavior through life skills tickets, positive office referrals, and the Golden Hawk award.
- Weekly classroom teachers will teach lessons from Second Step curriculum.
- By the end of October 2018 classroom teachers will conduct a universal screener for each student to determine students who would likely benefit from Tier 2 supports.