### Board Study Session CSIP and Student Growth Discussion

<table>
<thead>
<tr>
<th>Date</th>
<th>October 11, 2018</th>
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<tbody>
<tr>
<td>School</td>
<td>View Ridge Elementary Arts Academy</td>
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<tr>
<td>Principal</td>
<td>Korene Calderwood</td>
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<td>Grade Level Span</td>
<td>PK-5</td>
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#### Three Priority Goals

**Literacy:**

**Reading**
- Primary - All students will show adequate growth* in their use of language sounds (phonemic awareness and phonics) to blend words, as measured by DIBELS and curriculum-based assessments.
- Intermediate - All students will show adequate growth* in their ability to read grade-level text for fluency and comprehension and to identify main idea and key details as measured by SBA Interim block assessments and curriculum-based assessments.

**Writing**
- Primary - All students will show adequate growth* in producing organized writing using legible, complete sentences and grade level appropriate conventions as measured by curriculum-based assessments and rubrics.
- Intermediate - All students will show adequate growth* in composing well written and constructed text within a prescribed genre as measured by curriculum and Smarter Balanced aligned rubrics.

*Definition of adequate growth in these goals is that students at benchmark stays at benchmark and those below benchmark close the gap.

**Numeracy:** All students will show adequate growth* in accurately using grade level appropriate operations in order to apply them while solving complex, high level math problems as measured by common grade level and curriculum based assessments.

*Definition of adequate growth in these goals is that students at benchmark stays at benchmark and those below benchmark close the gap.

**Social, Emotional Learning:** Students will build skills in the area of self-awareness, self-management, social awareness, and social management (SEL Standards 1, 2, 4, 5) through participation in explicit classroom instruction and teacher reinforcement of skills. Effectiveness will be measured by Panorama student survey, SWIS data system, and consistent formative assessment.

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**View Ridge Elementary Arts Academy:** View Ridge Elementary’s student population is currently 425 students. Approximately 52% of the student body self-identifies as white, 19.9% identify as Hispanic, 19.7% identify themselves as multi-racial, 3.7% identify as African American, and 2.4% identify as Asian. Students receiving Special Education services make up 18.6% of the student population and 6.8% of the students qualify for ELL services. Our Free/Reduced Lunch percentage is 65.1%.
Students Baseline & Growth Data for **ELA and Math**

*Trend data for *all/most of the students* from OSPI Report Card District Data*

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The data below is a three-year comparison of state testing scores with the scores for the students in the highly capable program (HC) removed for Spring of 2016 and Spring of 2017. Up until the 2017-2018 school year, View Ridge housed one of the district’s two HC programs and students that qualified for the HC program from Armin Jahr, Naval Avenue, and View Ridge attended View Ridge. Starting in 2017-2018, the HC program was consolidated and those students now attend Kitsap Lake Elementary.

Since Spring 2018 was the first year without the HC program, to show a more accurate representation of the three year trend, the data below has been disaggregated to show the state testing trend of only the mainstream classrooms without including the scores from the students who were in the HC program in Spring 2016 and Spring 2017.
CSIP ELA Goal for 2018-2019

Reading
- Primary - All students will show adequate growth* in their use of language sounds (phonemic awareness and phonics) to blend words, as measured by DIBELS and curriculum-based assessments.
- Intermediate - All students will show adequate growth* in their ability to read grade-level text for fluency and comprehension and to identify main idea and key details as measured by SBA Interim block assessments and curriculum-based assessments.

Writing
- Primary - All students will show adequate growth* in producing organized writing using legible, complete sentences and grade level appropriate conventions as measured by curriculum-based assessments and rubrics.
- Intermediate - All students will show adequate growth* in composing well written and constructed text within a prescribed genre as measured by curriculum and Smarter Balanced aligned rubrics.

*Definition of adequate growth in these goals is that students at benchmark stays at benchmark and those below benchmark close the gap.

Plan of action and ELA assessments used to measure progress
- Professional development on the writing instruction in the Reading Wonders curriculum
- Professional development with Dr. Bryan Harris on the topic of brain-based instruction
- Continued focus on helping students cite evidence and give explanations for their answers
- Focus on writing at each grade level
- Use of Smarter Balanced Interim Assessment Blocks (IABs) in intermediate grades and use of the IABs data for instructional adjustments.
- Small group differentiation
- Integration of Arts and ELA standards
- Use of Wonders online resources to support instruction
- Alignment & coordination of Title/LAP/Special Ed/EL interventions with classroom instruction/standards
- Alignment of resources to support students in areas of need based on data
- Use of instruction coach for observation and feedback
- Time given for teachers to observe colleagues in order to expand repertoire of effective practices
- Use of research-based curricula for students well below grade level
- Continued use of grade level teaming time for Professional Learning Community work: identification of essential learning; creation of grade level SMART goals based on school goals; data analysis; lesson/unit design; monitoring progress of students not meeting grade level standards; planning of interventions or instructional adjustments based on assessment data
- Assisting students to review and use their own assessment data to create goals and monitor their progress toward their goals.
- ELA school-wide Professional Learning Community to align essential learning standards school-wide; create and support school goals; and provide opportunities for vertical teaming
- Tier II and Tier III interventions aligned with Identification of areas of need based on grade-level benchmark assessments (DIBELS Next, SBA Interim Blocks)
- Implementation of AVID Elementary at 5th grade
- Coordination of scheduling to ensure students receiving additional services receive Tier I classroom instruction.
- Arts and Literacy Family Night
- Cross-age tutoring for students in need of extra time/practice with foundational skills
- Continue with a Multi-Tiered System of Support to coordinate efforts in supporting students who are not at grade-level
Beyond grade level data provided, Interim Block Assessments (IAB) Research, IAB Reading Literary Texts, and DIBELS Benchmark Effectiveness data; individual classrooms and intervention groups will be using a combination of Wonders Unit Assessments, Reading Mastery, and DIBELS progress monitoring to inform instruction and as additional data points to monitor student growth.

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Assessments</th>
<th>Winter Progress March 2018</th>
<th>End of Year June 2018</th>
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<tbody>
<tr>
<td>KindergartenModular grade</td>
<td>DIBELS Benchmark Effectiveness data Fall to Winter and Fall to Spring and progress monitoring Reading Wonders/Reading Mastery Assessments</td>
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<tr>
<td>Third-5th grade</td>
<td>Interim Assessment Block(IAB): Language and Vocabulary Use</td>
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<td>IAB Reading Literature ( Narrative)</td>
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<td></td>
<td>Reading Wonders/Reading Mastery Assessments</td>
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**Students Baseline & Growth Data for Math**

The data below shows the three year trend for students in mainstream classes with the scores of the students in the Highly Capable program that attended View Ridge in the Spring 2016 and Spring 2017 being removed. Please see explanation in the ELA section for more information.

![View Ridge Spring Achievement Data: Math 3-Yr Trend Data without HC for Sp 16 & Sp 17 % Met Standard - from EDS/Query - District Use Only](image)

**CSIP Math Goal for 2017-2018**

All students will show adequate growth* in accurately using grade level appropriate operations in order to apply them while solving complex, high level math problems as measured by common grade level and curriculum based assessments.

*Definition of adequate growth in these goals is that students at benchmark stays at benchmark and those below benchmark close the gap.
Plan of action and Math assessments used to measure progress

- Core instruction using curriculum (Eureka) aligned with grade level standards
- Continued use of grade level teaching time for Professional Learning Community work: identification of essential learning; creation of grade level SMART goals based on school goals; data analysis; lesson/unit design; monitoring progress of students not meeting grade level standards; planning of interventions or instructional adjustments based on assessment data
- Math school-wide Professional Learning Community to align essential learning standards school-wide; create and support school goals; and provide opportunities for vertical teaming
- Planning of interventions or instructional adjustments based on assessment data
- Small group differentiation
- Grade level focus on accurate computation of grade level appropriate operations
- Use of Smarter Balanced Interim Block Assessments in intermediate grades
- Use of Edulastic Online Assessments (Eureka Math)
- Integration of Math and Arts standards
- Use of Zearn (1st-5th) to support and differentiate Eureka instruction
- Tier II and Tier III interventions aligned with identification of areas of need based on grade-level benchmark assessments (easyCBM, Eureka/Edulastic assessments, SBA Interim Blocks)
- 2 week Title I Math Boot Camp to address "summer loss" of math skills
- Providing students with immediate feedback from formative assessment to promote perfect practice
- Assisting students to review and use their own assessment data to create goals and monitor their progress toward their goals.
- Professional development with Dr. Bryan Harris on the topic of brain-based instruction
- Cross-age tutoring for students in need of extra time/practice with foundational skills
- Continue with a Multi-Tiered System of Support to coordinate efforts in supporting students who are not at grade-level
- Alignment of resources to support students in areas of need based on data
- Use of Khan Academy to support and strengthen students' understanding of math concepts

Beyond grade level data provided, Interim Block Assessments and Easy CBM achievement; individual classrooms and intervention groups will be using a combination of Eureka End of Module Assessments, Connected Math, and progress monitoring to inform instruction and as additional data points to monitor student growth.

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<tr>
<td>Kindergarten</td>
<td>WAKIDS Fall Math and easyCBM Winter and Spring Eureka Math Assessments and progress monitoring</td>
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<tr>
<td>1st - 2nd grade</td>
<td>easyCBM Fall, Winter and Spring Eureka Math Assessments and progress monitoring</td>
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<td>3rd grade</td>
<td>IAB Number and Operations in Base 10 Eureka Math Assessments and progress monitoring</td>
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<td>4th grade</td>
<td>IAB Operations and Algebraic Thinking Eureka Math Assessments and progress monitoring</td>
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<td>5th grade</td>
<td>IAB Numbers and Operations Fractions Eureka Math Assessments and progress monitoring</td>
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**Social and Emotional Learning Focus (SEL) to close the achievement gap**

Students will build skills in the area of self-awareness, self-management, social awareness, and social management (SEL Standards 1, 2, 4, 5) through participation in explicit classroom instruction and teacher reinforcement of skills. Effectiveness will be measured by Panorama student survey, SWIS data system, and consistent formative assessment.

**Plan for the 2018-2019 school year**

- Continuation of a school-wide SEL Professional Learning Community (with representatives from each grade level) to identify school needs through data analysis (SWIS); explore and share effective SEL strategies; examine WA State SEL Standards; support focus on SEL priorities with professional development for PLC representatives; plan and deliver SEL PD to school staff.
- School-wide focus on SEL Standards 1, 2, 4, and 5 - Self-Awareness, Self-Management, Social Awareness, and Social Management
- SEL instruction for every student by classroom teacher using Second Step curriculum
- Focus on modeling, teaching, and practicing expected behavior and SEL strategies
- View Ridge ACT team/SEL PLC attending meetings with SEL consultant, John Norlin, and sharing information with staff
- Recognition for students using expected behavior (Self-Manager Program, Caught Doing Right Cards, "Reset" cards, and First Timer Cards)
- Align school-wide character trait focus and self-manager program to the five traits being taught in ACT meetings throughout the year
- Adjusting self-manager program to include recognition of students with improvement use of SEL strategies and restorative practices
- Continued use of CHAMPS for common areas (playground, lunchroom, specialists) and classrooms.
- Use of playground video to teach consistent playground expectations.
- Interventionist small groups for students in need of Tier II and Tier III Interventions
- Student and Teacher support through:
  - District Behavior Specialist
  - KMH In-School Support
  - KMH School-based Therapist
- Staff trained in ACFs and effective strategies to work with students with ACEs.
- Mindfulness practices used in classrooms with periodic PD on additional mindfulness strategies
- Classroom teachers personally welcoming each student daily and providing time for optimistic closures at end of the day.
- School-wide service focus, including daily “What will you do/have you done for others today?” and fifth grade service jobs
- Use of restorative practices in classrooms, such as classroom meetings, and throughout school
- Staff “Stealth Mentor” program to provide positive adult contact with students in need
- Focus on growth mindset with students
- Student self-reflection and goal setting in the area of SEL
- Personal behavior plans for students as needed
- Bullying prevention curriculum taught to all classes by interventionist
- Staff setting individual goals to connect with students, promote a positive school culture, and recognize their own self-care needs.
Panorama Results in Grades 3-5/8

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<tr>
<th>Grade</th>
<th>Winter</th>
<th>Spring</th>
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