

**Lynden School District**  
**Bernice Vossbeck Elementary**  
**School Improvement Plan (SIP)**  
**2017-18**

**Lynden School District Mission:** *Provide quality teaching and learning that is relevant, individually focused, and supported by families, our community, amid a safe and healthy learning environment.*

**Lynden School District Vision:** *All students graduate as responsible citizens, committed to making a positive impact in their community and prepared for a wide range of college and career options.*

**Theory of Action:**

It is our belief that strengthening the instructional core by:

1. Supporting and strengthening educators knowledge and skills through collaborative adult learning
2. Developing classroom environments that are highly engaging to our students
3. Providing academically challenging standards based curriculum

Our students will be college, career and citizenship ready when they graduate.

***The 2017-18 District Emphasis encompasses 21<sup>st</sup> Century competencies to include vital attributes that enable students to transfer their learning to new and novel situations with an emphasis on deeper learning through Collaboration; Effective Communication; and Critical Thinking.***

**1. Comprehensive Needs Assessment** (Title I Component 1):

1. Please refer to the BVE District Annual Report for the 2015-16 School year for the Contextual and Academic Testing results Data
2. Customized programming for all students is based on multiple data points (ie CBA's, CORE, SPIRE, Trimester Tests, Data Cycle Probes, STAR, Sci. MSP, SBAC\*now SBA, WaKIDS, DRA, Progress Monitoring, etc.)

3. Perception Surveys have been implemented on an annual basis for the past four years. Results from Staff, Students, and Parents are predominantly positive providing evidence of a thriving learning culture where the safety and well-being of each individual is a high priority. The surveys provide insight into prioritization and growth opportunities.

2. Focus for Instruction:

**BVE Goal I: Align Curriculum and Increase Knowledge of the Essential Learning Standards [Essential Outcomes]**

1. Essential Outcomes: Math—(year 9 with Math Expressions—revised according to Essential Learning Standards [Essential Outcomes] this year. New Teacher Manuals received.) Include an emphasis on assessment alignment grade, school, and district-wide.
2. Essential Outcomes: Music Standards; Health & Fitness (PE) Standards; Social/Emotional/Behavioral Standards....\.\PBS\PBS Positive Behavior Support -BVE System Fall 2016 Status; Counseling..[\.\PBS\BVE Parent HIB Overview reviewed with Parent LIT 6.7.17 T Robinson.pdf](#); Digital awareness
3. New Generation Science Standards (NGSS): Science—Provide ongoing STEAM (Science-Technology-Engineering-Arts-Mathematics) support with an emphasis being provided for students in our Summer School 2018 opportunity.
4. Other:
  - a. Technology—Function and Safety in our Digital Era [for both our students and our families]; Multimedia—Library Resource
  - b. Literacy—Writing was our main Focus last year (Literacy development momentum: year 6 with Journeys--Reading; Year 3 with Calkins Units of Study (U of S); Matteson (2<sup>nd</sup> grade)-1 year of PD; (1<sup>st</sup>)-3 years; (K)-4 years of training leading up to the purchase of the U of S last year and the training in the summer of 2016. As a school, we will continue our alignment work related to our Response To Intervention (RTI) in Reading this year, while continuing our PD related to writing in the summer of 2018.

**BVE Goal 2: Improve Instruction**

1. Staff Professional Development—Certs and Classified—ongoing training and job-imbedded collaboration—Professional Learning Communities (PLC's); Differentiated approach for staff depending on the developmental level and needs of the students they serve, as well as, their own PD readiness [Best Practices in Instruction; Lucy Calkins Writing Units of Study; David Matteson Writing; TPEP; WaKIDS; Content Integrated Units of Study; New Generations Science Standards (NGSS); STEAM; etc.]. We will continue to incorporate the use of Data Cycles to continuously monitor our progress.
2. Specialized and differentiated strategies for students with an emphasis on them tracking their own progress when possible: Highly Capable (Hi Cap) Instruction, Curriculum, and Assessments; Title/LAP/SpEd Tier 2 & 3 Intervention refinement; [\Users\data\PERSONNEL\STOR\Staff\MidboeB\My Documents\BVE\SIP School Improvement Plans\2017-18\SIP RTI Academic HC 17-18 BVE Action Plan Link.docx](#) Instructional Best Practices—three follow-up opportunities from our teachers' 2017 Summer Training.
3. Further Formalize our Positive Behavior Support (PBS) Systems in place. Establish a Solution Center [\Users\data\PERSONNEL\STOR\Staff\MidboeB\My Documents\BVE\SIP School Improvement Plans\2017-18\RTI PBS-Social-Emotional 17-18 BVE SIP Action Plan Link.docx](#) Continue to enhance the Tier 2 & 3 processes including increased Data Collection based on Responses To Interventions (RTI).
4. Increase Parent Communication strategies while Working toward paperless when possible (aka Increase Tech & decrease paper trail)—ie Skyward Data entry; Data Warehouse; Think Central; TPEP's-eVal; Other correspondence.

3. Bernice Vossbeck K-5 SMART Goal(s): <S M A R T Specific; Measurable; Appropriate; Realistic; Time-bound>

1. By June 2018, 80% or more of the Bernice Vossbeck Elementary School students in grades 3-5 will be meeting/exceeding WA Standards in Reading, Writing, Mathematics, and Science using a selection from the following: Classroom-Based Tools (Unit Tests, Formative assessments, assessed writing samples, Science Journal, Other Benchmarks); School-Based Tools (DRA, CORE, Trimester Assessments, Aligned Rubrics; etc); District-Based Tools (DRA, STAR, etc.); and State-Based Tools (SBA, ELPA, Science-MSP, etc.).
2. By June 2018, Bernice Vossbeck Elementary School students will be meeting these performance benchmarks:
  - a. Increase achievement for Tier 2 and 3 students in Reading and Math as indicated by scores on the STAR test Fall to Spring in Grades 1-5 and by the Trimester Math Assessments.
  - b. Increase achievement for Tier 2 and 3 students in Reading and Math as indicated by the scores on the DRA & Math Trimester Tests Fall to Spring in Grades 1 and 2.
  - c. Increase achievement for Tier 2 and 3 students in Language, Literacy and Mathematics, including references to the remaining Gold Objectives of Social-Emotional; Physical; and Cognitive dimensions as indicated by the scores using WaKIDS for students in Kindergarten.
  - d. Increase achievement for all students in Writing as indicated by the scores using the David Matteson Writing Assessment (DMWA) or Units of Study chosen Rubric for students in Kindergarten-1<sup>st</sup> Grade. Specific Goal: Between September and May, all Kindergarten and 1st Grade students will increase their writing scores by at least one level as measured by the DMWA Rubric and other classroom based measures.
  - e. Increase achievement for all students in Writing as indicated by the scores using either a DMWA or Units of Study chosen Rubric for students in 2<sup>nd</sup>-5<sup>th</sup> Grades. Specific Goal: Between September and May, all 2<sup>nd</sup>-5<sup>th</sup> Grade students will increase their writing scores by at least one level as measured by the grade level Rubric and other classroom based measures.

4. School's Focus of Instruction and strategies/action items: (Title I Schools Component 3, 4, 6, & 8)

**BVE Goal I: Align Curriculum and Increase Knowledge of the Essential Learning Standards [Essential Outcomes]**

1. Essential Outcomes: Math—(year 9 with Math Expressions—revised according to Essential Learning Standards [Essential Outcomes] this year. New Teacher Manuals received.) Include an emphasis on assessment alignment grade, school, and district-wide.
  2. Essential Outcomes: Music Standards; Health & Fitness (PE) Standards; Social/Emotional/Behavioral Standards; Counseling. [\.\PBS\BVE Parent HIB Overview reviewed with Parent LIT 6.7.17 T Robinson.pdf](#); Digital awareness
  3. Next Generation Science Standards (NGSS): Science—Provide ongoing STEAM (Science-Technology-Engineering-Arts-Mathematics) support with an emphasis being provided for students in our Summer School 2018 opportunity.
  4. Other:
    - a. Technology—Function and Safety in our Digital Era [for both our students and our families]; Multimedia—Library Resource
    - b. Literacy—Writing was our main Focus last year (Literacy development momentum: year 6 with Journeys--Reading; Year 3 with Calkins Units of Study (U of S); Matteson (2<sup>nd</sup> grade)-year 1 of PD; (1<sup>st</sup>)-3 years; (K)-4 years of training leading up to the purchase of the U of S last year and the training in the summer of 2016. As a school, we will continue our alignment work related to our Response To Intervention (RTI) in Reading this year, while continuing our PD related to writing in the summer of 2018.
- Please refer to the definition of a Professional Learning Community on the next page. Lynden School District is concentrating on the development of PLC's at all schools.
  - The SBA (Smarter Balanced Assessment) is implemented each spring (since 2015).
    - The Smarter Balanced Assessment (SBA) is administered each spring at the elementary 3<sup>rd</sup>-5th grade levels. Science is still named the 5th Grade Science MSP (Measurement of Student Progress).
  - Not only are we aligning our Instruction and resources with this state test, but having further collaboration and decision-making surrounding other assessments—Classroom-based; school-wide; and District probes. We will conduct these job imbedded discussions during our PLC times and other Professional Learning Time opportunities: Release-time for trainings; Waiver day training and PD; etc.
  - The new district assessment STAR probe was implemented two years ago replacing our MAP test.

- Math Standards--We will utilize our new materials in teaching Math Expressions (year 9—year 4 of the updated Revised Resources and new Scope and Sequence along with year 1 of our new Teaching Manual). We will aim toward further alignment of our common assessments at each grade level.
- Reading and Writing will continue to be a focus in literacy—English Language Arts (ELA).
- We will also review the Next Generation Science Standards (NGSS) and Content Integrated Units (Social Studies, Math, Engineering, etc.) of study for particular grade levels—5<sup>th</sup> Grade in 2017-18.
- Differentiation—Tiered Intervention work that includes all populations. Please refer to the Response to Intervention model described below which we have incorporated for at least the past 7 years.

## Professional Learning Communities (PLC's)

Professional Learning Community Operational Definition: A Professional Learning Community (PLC) is educators committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better results for the students they serve. PLC's operate under the assumption that the key to improved learning for students is continuous, job-embedded learning for educators.

## RESPONSE TO INTERVENTION

In a typical three-tiered implementation model for RTI:

Tier One is focused on providing *powerful and differentiated* instruction in the student's classroom. Teachers use strategies to identify misunderstanding early, re-teach in meaningful ways that help the student to gain understanding, and to manage students in ways that

support individual success. Using data, ongoing assessment, differentiation techniques, and gaining support with the Child Study Team and other resources are all critical aspects of Tier One success. Within Tier One, high achieving students (including highly capable [Hi Cap] identified students) receive differentiated support, as well. Identified Hi Cap students will have a Learning Plan that will be developed and monitored through the Child Study Team process and implemented near the start of the year.

Tier Two students are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress. Intensity varies across group size, frequency and duration of intervention. These services and interventions are most often provided in small-group as an extra dose in addition to instruction in the general curriculum.

Tier Three: At this level, students receive individualized, intensive interventions that target the students' skill deficits. Students who do not achieve the desired level of progress in response to these targeted interventions are then most often referred for a comprehensive evaluation and considered for eligibility for special education services under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004). The data collected during Tier 1, 2, and 3 are included and used to make the eligibility decision.

### **Assessment Tools Used for all Students (those who receive Interventions included)**

***Universal screening:*** Learner performance and progress should be reviewed on a regular basis and in a systematic manner to identify students who are a) making adequate progress, b) exceeding adequate progress, c) at some risk of failure if not provided extra assistance, or d) at high risk of failure if not provided specialize supports.

***Data-based decision making and problem solving:*** Information that directly reflects student learning based on measurable and relevant learning criteria and outcomes should be used to guide decisions regarding instructional effectiveness, student responsiveness, and intervention adaptations and modifications.

***Continuous progress monitoring:*** Student progress should be assessed on a frequent and regular basis to identify adequate or inadequate growth trends and support timely instructional decisions.

***Student performance:*** Student scores on curriculum-based assessments will guide decisions to determine who receives interventions.

***Continuum of evidence-based interventions:*** An integrated and linked curriculum is available such that:

- a. A core curriculum is provided for all students
- b. A modification of this core is arranged for students who are identified as exceeding the standards or who might be nonresponsive
- c. A specialized, compacted, and/or intensive curriculum is developed for students whose performance is exceptional in particular aspects or is deemed nonresponsive to the modified core
- d. Elements of this continuum must have empirical evidence to support efficacy (intervention is linked to outcome), effectiveness (intervention outcomes are achievable), relevant (intervention can be implemented by staff and with high fidelity), and durable (intervention implementation is sustainable and student outcomes are long-lasting).

*Title I Component 9 – Provide Assistance to Students Experiencing Difficulty*

*Title I Component 8 – Use of Assessments to Improve Student Performance and Interventions Included in Assessment Decisions*

*Title I Component 6—Strategies to increase meaningful parent involvement that will lead to improved student achievement*

***NOTE: The HIGHLIGHTED areas on the remaining pages of our 2017-18 SIP indicated the major additions/revisions made to the SIPs from the last two years.***

1. School Actions for <u>Aligned Guaranteed and Viable Curriculum</u>	Person Responsible	Resources	Completion Date
1. In our Professional Learning Communities (PLC), we will establish the necessary structures to continue the ongoing work of the following: Align all courses and grade level resources to the Washington State Standards—concentrating on the Essential Outcomes [priority standards] for each content area beginning with Math, and including NGSS, and Music/Health & PE/Social Emotional Standards. This priority is to increase the possibility that all students have access to and are expected to master the same skills and content.	District ELT BLT Teacher Leaders Grade Levels Other PLC's	Time within the school day Training Ongoing PD Logistical Structures	Ongoing
2. Develop a Master Plan for providing adequate practice and efficient administration of the State SBA, District STAR, and other state-district-building assessments.	District Assessment Coordinator Tech Director Tech Coaches Building Assmt. Team	Schedule Computers	Fall Winter Spring
3. Continue WaKIDS Assessments (Washington Kindergarten Inventory of Developing Skills)-GOLD Objectives and Dimension are in these areas: Social/Emotional; Physical; Language; Cognitive; Literacy; and Mathematics.	K Teachers and Paras PE/OT Instructors	WaKIDS materials 3 additional days Addt. Para time	All year Initial Assmt. Due by 10/30 End-of-year Due by ____



<p>4. Professional Learning Time, Staff Meetings, and Trainings: Collaboration time between all instructors (teachers and para educators) to align and insure that lessons in all content areas (Emphasis in Essential Outcomes; Science/Math--STEM; Content Integration &amp; Dept. Levels—Music, PE, Library, Counselors; &amp; Tech) are based on grade-level standards and are meaningful, relevant, and transferable—knowledge and skills.</p> <p>Key:</p> <p>Professional Development (PD) Next Generation Science Standards (NGSS)</p>	<p>Principal Teachers Paras</p>	<p>Refer to the <u>BVE/District PD/Training Best Practices</u> NGSS Health &amp; PE Music Social/Emotional</p>	<p>Ongoing</p>
<p>5. Individualized student performance goals established and monitored based on data results (In general, as well as, specific plans for these particular populations): Highly Capable [HiCap] Individual Learning Plans (ILP's) and English Language Proficiency [ELP] Learners; Positive Behavior Support (PBS). <u>All new students will receive a introductory screening and welcome by our New Student Liaison, the Registrar and other key staff.</u></p>	<p>Intervention Specialists <u>New Student Liaison</u> All Instructors Sp Ed Teachers Counselor Dean Principal Academic &amp; Behavioral PBS RTI Core Teams</p>	<p>HiCap ILP's, and ELP plans Child Study Team (CST) meetings Progress Monitoring Excel Spreadsheet Data Warehouse</p>	<p>Ongoing</p>
<p>6. Professional Development and teaching using differentiated instructional strategies based on students' strengths and needs (both academic and social/emotional) via the PLC's. Further <b>Prevention</b> methods and training for students in relation to Social Skills instruction at each developmental level (ie Conflict Resolution; Healthy strategies to solve problems; Identification of Risk—Boundary Invasion; Use of Social media; Safety—both well-being &amp; safety from harassment, intimidation, and bullying (HIB). Participation in the development of our Health Standards review is a priority. <u>Our K-5 Counselors will be meeting regularly in their PLC's along with their grades 6-12 colleagues to review the Social Emotional Learning Standards. They will work toward further alignment of the Guaranteed and Viable curriculum so that students are learning the same skills and concepts.</u></p>	<p>All Instructors and support staff Counselor</p>	<p>Ongoing Tiered Intervention Work Monitored via Data Cycles Time in the Master Schedule District and School Policies</p>	<p>Ongoing Series of Social Skills Lessons for all classes at all grade levels</p>

<p>7. Staff anticipates when content will become difficult for students or if there are potential barriers to language and technology, and engages families proactively. Effective communication about student learning is provided for parents, families, and the community via multiple modes—Skyward; Family Connection Conferences; CST’s; electronic measures where appropriate and with accommodations as needed.</p>	<p>All Staff</p>	<p>Verbal and written correspondence (documents translated into the first language as needed and/or hard copies provided in absence of electronic access) Skyward Email School Messenger</p>	<p>Ongoing</p>
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**BVE Goal 2: Improve Instruction**

1. **Staff Professional Development—Certs and Classified—ongoing training and job-imbedded collaboration—Professional Learning Communities (PLC’s); Differentiated approach for staff depending on the developmental level and needs of the students they serve, as well as, their own PD readiness [Best Practices in Instruction; Lucy Calkins Writing Units of Study; David Matteson Writing; TPEP; WaKIDS; Content Integrated Units of Study; New Generations Science Standards (NGSS); STEAM; etc.]. We will continue to incorporate the use of Data Cycles to continuously monitor our progress.**
2. **Specialized and differentiated strategies for students with an emphasis on them tracking their own progress when possible: Highly Capable (Hi Cap) Instruction, Curriculum, and Assessments; Title/LAP/SpEd Tier 2 & 3 Intervention refinement; <\\Users\data\PERSONNEL\STOR\Staff\MidboeB\My Documents\BVE\SIP School Improvement Plans\2017-18\SIP RTI Academic HC 17-18 BVE Action Plan Link.docx> Instructional Best Practices—three follow-up opportunities from our teachers’ 2017 Summer Training.**
3. **Further Formalize our Positive Behavior Support (PBS) Systems in place. Establish a Solution Center. <\\Users\data\PERSONNEL\STOR\Staff\MidboeB\My Documents\BVE\SIP School Improvement Plans\2017-18\RTI PBS-Social-Emotional 17-18 BVE SIP Action Plan Link.docx> Continue to enhance the Tier 2 & 3 processes including increased Data Collection based on Responses To Interventions (RTI).**
4. **Increase Parent Communication strategies while working toward paperless when possible (aka Increase Tech & decrease paper trail)—BVE educational online Programs for use at Home. ie Skyward Data entry; Data Warehouse; Think Central; TPEP’s-eVal; Software formats such as Do Jo/See Saw; Other correspondence.**

- *In recent years, we joined the rest of the District in identifying 2-3 highly effective Sheltered Instructional Observation Protocol (SIOP) strategies and provided training for all BVE instructors to learn and implement as part of their instruction. The School Data we used as evidence to support our rationale for this focus of instruction was the following: Washington English Language Proficiency Assessment (WELPA); Imagine Learning Assessment results; Other State, District, School, and Grade Level Data. It continues to be a focus for the entire district. This past summer of 2017 we received a BEST PRACTICE training for our teachers and will receive ongoing PD for all of our instructors (teachers, paras, specialists, etc.) throughout 2017-18. The approaches and strategies being practiced are highly effective for ALL learners; and, especially dual-language learners.*
- *Refining our current systems (both academic and positive behavior support interventions and data collection) will be a concentration via our collaboration through the grade level and departmental PLC's including the Teaching and Learning Framework (5D+) and TPEP. We are identifying Essential Outcomes beginning with Math.*
- *We are excited to build on the solid foundation of our Tech Integration priority. Various software and digital tools will be accessed/utilized more regularly and we will intentionally concentrate on our partnership with families about digital safety and how to best use Technology as a tool to access and enhance further learning opportunities.*
- ***Reading and Writing will always remain our fundamental focus.*** *After our Literacy adoption in 2012 and through a perception survey and feedback from our teachers, they recommended that our next step be to further align our Writing Scope and Sequence. There has been a desire to provide ongoing Grades 2-5 Writing staff development; hence, writing continues to be a top priority for all grades. We have been building to this point. Four(4) years ago, we began with our Kindergarten Instructors (Teachers and Paras), along with, our district and community's Preschool Teachers and the local WCLS Librarian received the 2-year DMA training for our students. In 2015-16, our 1st grade Instructors (Teachers and Paras) along with our Special Service providers (Intervention Specialist, Sp Ed Staff, ELL support), continued the training. In 16-17, the 2nd Grade received year 1 of the DMA training; while the 3rd-5th Grades and remaining Para Educators received the DMA overview and were introduced to the Lucy Calkins Units of Study (U of S) curriculum. At the end-of-the summer 2016 nearly all K-5 instructors received the U of S weeklong training for our kickoff to the 2016-17 school year.*

*Title I Component 2: School Wide Reform Strategies*

*Title I Component 6: Strategies to increase meaningful parent involvement that will lead to improved student achievement*

2. School Actions for <u>Instruction</u>	Person Responsible	Resources	Completion Date
<p>1. Further develop individual and joint expertise utilizing the <b>BEST PRACTICE</b> and TPEP Instructional strategies. Initial Training-Summer 2017 Ongoing PD October-February-March</p>	<p>All K-5 Instructors  Shannon Sinclair Dean Principal</p>	<p>Training Days-&gt; PLC alignment work and Data Cycles  TPEP and Best Practice Resources</p>	<p>August 2017  Refer to the <u>District and Building PD/Training Calendars</u> for specific dates.</p>
<p>2. Science-Technology-Engineering-Arts-Mathematic (<b>STEAM</b>):</p> <ul style="list-style-type: none"> <li>A. <b>Incorporate STEAM into lessons where applicable and in the 5<sup>th</sup> Grade Concept-Based Integrated Units of Study developed.</b></li> <li>B. <b>The District Summer School aims to incorporate a solid STEAM framework/base.</b></li> <li>C. <b>Tech Plans—Increase staff and family access to Think Central, Ten Mark, Etc.</b></li> </ul>	<p>5<sup>th</sup> Grade Teachers All Instructors Dir. Of T &amp; L Dean Principal</p>	<p>NGSS Science Materials w/Foss Kits CCSS ELA, Math Expressions &amp; Materials Arts PLC Alignment</p>	<p>Refer to the BVE/District 2017-18 PD Calendar</p>

<p>3. Early Interventions for K students (Gross motor, fine motor and early hand writing)</p>	<p>OT, PT, K Instructors, PE T's</p>	<p>Training Pencil Grips OT support</p>	<p>Intensive by Oct. 31 Ongoing</p>
<p>4. Provide Training for staff to incorporate the ELP <del>Sheltered Instruction Observation Protocols (SIOP)</del> New term: <b>Best Practices</b> as a crosswalk to our 5D+ Teaching and Learning Framework based on the state evaluation system of <b>Criterion 1: P1-Standards; P4-Learning Targets; P5-Success Criteria; and CEC2 Routines including Structured Collaboration</b>. This PD will help building on the existing expertise and provide training for instructors to utilize highly effective strategies that are proven to increase the performance of all learners and specifically dual language (ELP) learners.</p> <p>Key: English Language Proficiency (ELP)</p>	<p>Director of Teaching and Learning Trained SIOP presenter/Best Practices— Shannon Sinclair All Teachers Principal</p>	<p>Summer 2017 PD ELP Standards TPEP Rubrics</p>	<p>refer to the <u>District Calendar</u></p>
<p>5. Comprehensive Evaluation utilizing TPEP for 14 staff; Focused Evaluation for most of the remaining certificated Staff. The same Evaluation Process will be incorporated for all Classified Staff as used in recent years. They will identify our building's Areas of Focus; where the 5D+ Framework aligns with their Instructional practices; and continue to access Data Warehouse as a valuable data-based tool.</p> <p>Key: Teacher Principal Evaluation Project (TPEP)</p>	<p>Principal 14- Comprehensive 14-Focused Evaluation Option 3-other</p>	<p>TPEP Trainings Ongoing check- ins</p>	<p>Certificated by May 15 Classified by May 30</p>
<p>6. Review the BVE Title Program Brochure in the spring in preparation for the 2017-18 School Year</p>	<p>Principal BVE Parent LIT Learning Improvement Team</p>	<p>2017-18 Title Brochure</p>	<p>June 2017</p>

<p>7. Assessments:</p> <ol style="list-style-type: none"> <li>a. Align practices—Ongoing PD cross-train Paras/ Teachers/ Support staff</li> <li>b. Develop a Building-based BVE Assessment Calendar</li> <li>c. Create a Building-wide Assessment Calendar</li> <li>d. Identify and implement the following Building Assessments: <ol style="list-style-type: none"> <li>1. Grade-level Standardized Reading Fluency Probes—Benchmark, Identification, Progress Monitoring</li> <li>2. Grade-level Math Trimester to align with Essential Math Standard Outcomes</li> <li>3. Data Cycle and TPEP Cycle Assessments</li> <li>4. Hi Cap identification and Progress Monitoring</li> <li>5. New Student questionnaires and Screening for Placement considerations</li> <li>6. Positive Behavior Support (PBS) assessments</li> </ol> </li> </ol>	<p>Interventionists Tech Coach Paras Principal Support Staff Teachers</p> <p>New Student Liaison Counselor</p>	<p>Select Reading Assessments Provide electronic forms, directions and training Add Building Assessments to the District/State Assessment Doc Develop Trimester Math Assessments Data Input</p>	<p>Ongoing</p> <p>Working Draft provided for staff in the fall of 2018</p>
<p>8. Further develop our Data Collection systems: A. Work to have efficient electronic progress monitoring B. Create Posters outlining our baseline Positive Behavior Support (PBS) guidelines (ie Recess Game Rules) . C. Access Skyward and Data Warehouse to provide frequent monitoring of IEP, ILP, and ELL/ELP Plans, as well as, to use additional data to make learning decisions (context, categorical, district &amp; state measures).</p>	<p>Interventionists Principal/Dean Counselor Support to upload Docs and interpret Data Instructor use of data</p>	<p>RTI /CST Spreadsheets Append. A: Academic Priorities Append B: Social/Emotional/ Behavioral Priorities  CST process</p>	<p>Ongoing</p>
<p>9. Continue to make Capital Tech equipment purchases using donations form e-scripts; box tops; and other donations from our Parent Volunteer Team (PVT) and other sources</p>	<p>Principal Tech Coach District Tech Support</p>	<p>Box Tops E Scripts PVT donations</p>	<p>Ongoing</p>

1. **Evidence of progress toward smart goals will be monitored as indicated below:**

- **60 Days: Indicator(s) of Progress:** Approximately Nov. 15<sup>th</sup> or before

Instructors and PLC teams may access their internal data through the following Reports for Reading: K-WA KIDS; 1<sup>st</sup>/2<sup>nd</sup>—CORE; SPIRE; DRA; STAR; 3<sup>rd</sup>-5<sup>th</sup>—CST Data Tracking; STAR; at times SPIRE; Fluency/Comprehension probes; Data Warehouse; and other Individualized Assessments where applicable. Writing: Refer to the classroom/grade level Rubrics used; Math: Unit Assessments and grade level Trimester Math Assessments. Refer to CBA's for other content areas.

- **120 Days: Indicator(s) of Progress:** Approximately March 15<sup>th</sup>

Instructors and PLC teams may access their internal data through the following Reports for Reading: K-WA KIDS; 1<sup>st</sup>/2<sup>nd</sup>—CORE; SPIRE; DRA; STAR; 3<sup>rd</sup>-5<sup>th</sup>—CST Data Tracking; STAR; at times SPIRE; Fluency/Comprehension probes; Data Warehouse; and other Individualized Assessments where applicable. Writing: Refer to the classroom/grade level Rubrics used; Math: Unit Assessments and grade level Trimester Math Assessments. Refer to CBA's for other content areas.

- **180 Days: Indicator(s) of Progress:** Approximately June 30<sup>th</sup> and August 30<sup>th</sup> for Statewide Tests

Instructors and PLC teams may access their internal data through the following Reports for Reading: K-WA KIDS; 1<sup>st</sup>/2<sup>nd</sup>—CORE; SPIRE; DRA; STAR; 3<sup>rd</sup>-5<sup>th</sup>—CST Data Tracking; STAR; at times SPIRE; Fluency/Comprehension probes; Data Warehouse; and other Individualized Assessments where applicable. Writing: Refer to the classroom/grade level Rubrics used; Math: Unit Assessments and grade level Trimester Math Assessments. Refer to CBA's for other content areas.

2. **Title I Addendum** (For Schools that require a Title I Plan—Other Components are listed earlier in the BVE SIP Document)

*Title I Component 5 – Attract High-Quality, Highly Qualified Teachers*

*Title I Component 3-Paraeducator Requirements to be updated with 2016-17 Annual Report Data*

Bernice Vossbeck Elementary—69.6% of teachers have at least a Master's Degree. There is an average of 12.1 years of teaching experience. All paraeducators have completed competencies and are highly qualified under the NCLB standards. Bernice Vossbeck Elementary has minimal staff changes. New staff hired over the past few years have been well-trained and are strong assets to the students and staff. When hiring staff, Bernice Vossbeck Elementary follows the guidelines of the Lynden School District and RCW 28A.400 (Hiring of Employees). All Bernice Vossbeck Elementary staff are highly qualified under the NCLB standards.

*Component 7 – Transition Plans for Preschools and Between Grade Levels*

The Lynden School District houses two integrated preschool classrooms for the district. Most students in this program transition to kindergarten at one of the three district elementary schools after their 5<sup>th</sup> birthday. Preschool teachers meet with the teams of the receiving schools including general education teachers, special education teachers, and administrators. Most students transition to the elementary school in which they reside as determined by district boundaries. In some cases, special education students may be placed in a different school if their needs can be met more appropriately in a different school.

5<sup>th</sup> grade students transitioning to secondary school are visited by counselors of that school and fill out a middle school questionnaire and survey. Middle school and elementary school counselors meet several times and communicate needs of specific students for effective program intervention. An Open House is provided for incoming 5<sup>th</sup> grade students and their parents in May. At this Open House, information regarding the move to middle school is provided to ease parent and student stresses at this transition time. All 5<sup>th</sup> grade students also participate in a middle school tour in late May or June.

### *Component 9 – Provide Assistance to Students Experiencing Difficulty*

All staff participates in professional development for literacy and math. Instructional approaches and training include identified strategies and resources for meeting the needs of struggling learners. The district is placing a focus on high quality instruction by increasing their collaboration time through PLC's and other structures and by including the use of efficient progress monitoring tools, sheltered instruction strategies and differentiated instruction in order to meet the needs of all students.

Title funded teachers and para educators provide small group instruction for struggling students in targeted areas of need in addition to their regular instruction in order to provide supplemental support to increase student growth. Para educators at times work independently with struggling students in these targeted areas of need and also often provide in class support.

The district has recently implemented a certificated interventionist role at every school in order to provide additional support to students experiencing difficulty or high achieving needing extension/enrichment activities. These Intervention Specialists are responsible for facilitating the Child Study Team process of identifying students, providing assessments, working to assign appropriate materials for targeted intervention and/or supplemental support, tracking progress, and to support teachers and para educators.

### *Title I Component 10 – Coordination and Integration of Federal, State and Local Service*

*SIP development/review dates: 11.6.17 Initial Draft of The BVE 2017-18 SIP reviewed with the Building Leadership Team (BLT) and is scheduled to be reviewed with the BLT and Parent LIT in November and December.*

*12.11.17 The BVE SIP was finalized and reviewed with Supt. Frey on 11.29.17 and with the Parent LIT on 11.30.17.*