



Continuous Improvement Process Plan 2018-2019

Peter Kirk Elementary School

1312 6th Street

Kirkland, WA 98033

<https://kirk.lwsd.org/>

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I. Description of School

Located in Kirkland, just West of I-405 and North of 85th, Peter Kirk Elementary serves families who reside in the West of Market, NorKirk, and Highlands neighborhoods. Students who reside within our attendance boundaries transition to Kirkland Middle School and then Lake Washington High School. Last spring, Peter Kirk Elementary was selected as 425 Magazines “Best Elementary School of 425,” citing above average performance on large scale assessments and an on target student to teacher ratio.

One of the defining characteristics of Peter Kirk is the partnership between the school and families. On any given day, the number of parent volunteers approaches the number of staff. From reading with students to presenting art enrichment programs, parents are willing partners in creating rich, meaningful experiences for each student at Peter Kirk.

Based upon May 2018 enrollment, 564 students attended Peter Kirk during the 2017 – 2018 school year. 8.2% of our students qualified for Special Education Services, 3.7% met the qualification for Low Income, and 7.6% met the qualification criteria that describes English Language Learners.

English is the primary language spoken at home for 85% of our students, 2% of our families speak Farsi, Spanish, and Japanese. Other languages spoken by families include Russian, Chinese (Mandarin and Unspecified), Finnish and Dutch.

With respect to Race and Ethnicity,

- 69% of our families identify their student as White. This is a 15% decrease from 84% of families who identified as white in 2013
- 12% of families identify as two or more races. This is an 8% increase from 4% of families in 2013
- Ten percent identify as Asian, an increase of 3% from 2013
- 6% identify as Hispanic/Latino, a two percent increase between 2013 and 2018
- In 2013, less than 1% of families identified their student as Black/African American
- In 2018, 2% of our students were identified as Black/African American

As a result of the 2016 modernization bond, construction on the new Peter Kirk building began in April 2018. Construction on the new facility will be completed in August 2019. During construction, students continue to learn in the ‘old building.’

II. District Performance Targets

	Indicators <i>Note: Indicators based on state assessments</i>	Baseline Performance 2014-15	Current Performance 2017-18	Target Performance 2018
		District	District	District
Early Literacy Development	% of Kindergarteners at benchmark on End-of-Year Literacy assessment	87.2%	86.4%	95%
3rd Graders on Track for Success	% of 3 rd graders meeting or exceeding state standards in Literacy	78.6%	81.1%	95%
	% of 3 rd graders meeting or exceeding state standards in Math	80.5%	79.9%	95%
5th Graders on Track for Success	% of 5 th graders meeting or exceeding state standards in Literacy	84.1%	84.4%	95%
	% of 5 th graders meeting or exceeding state standards in Math	72.7%	75.7%	95%
	% of 5 th graders meeting or exceeding state standards in Science	86.9%	81.9%	95%

- Grade K-2 Benchmark Data based on DIBELS Next assessment. Performance calculation includes all students assessed on the End-of-Year measure.
- Grade 3-5 Literacy and Math Data based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).
- Grade 5 Science Data based on the Measurements of Student Progress (MSP) and starting Spring 2018 on the Washington Comprehensive Assessment of Science (WCAS) reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).

Process to Determine District Performance Targets

Lake Washington School District developed a strategic plan for implementation in 2013-2018. Part of the strategic plan includes Student Learning Milestones and indicators of student success. Many of the indicators are measured based on state testing results. A process was implemented to set performance targets for each indicator. For the 2014-15 school year, the state adopted the Smarter Balanced Assessment (SBA) to measure student progress in Math and English Language Arts. Due to this change, the district made adjustments to the 2018 performance targets in these areas. The performance targets were set based on the 2015 SBA results.

III. School Performance Over Time

			2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Early Literacy Development	% of K-2 at benchmark on End-of-Year Literacy assessment	K	72.2	78.4	84.0	72.7			
		1 st	81.8	81.8	89.9	91.4			
		2 nd	92.5	88.3	88.9	97.7			
3rd Graders on Track for Success	% of 3 rd graders meeting or exceeding state standards in Literacy		82.7	91.6	91.4	73.1			
	% of 3 rd graders meeting or exceeding state standards in Math		79.3	84.5	91.4	65.0			
4th Graders on Track for Success	% of 4 th graders meeting or exceeding state standards in Literacy		86.8	89.5	90.2	89.5			
	% of 4 th graders meeting or exceeding state standards in Math		78.7	88.5	87.8	86.4			
5th Graders on Track for Success	% of 5 th graders meeting or exceeding state standards in Literacy		82.4	87.6	85.7	95.5			
	% of 5 th graders meeting or exceeding state standards in Math		79.7	76.2	78.7	77.0			
	% of 5 th graders meeting or exceeding state standards in Science		94.5	92.7	95.9	90.0*			

- Grade K-2 Benchmark Data based on DIBELS Next assessment. Performance calculation includes all students assessed on the End-of-Year measure.
- Grade 3-5 Literacy and Math Data based on the Smarter Balanced Assessment (SBA) and reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).
- Grade 5 Science Data based on the Measurements of Student Progress (MSP) and starting Spring 2018 on the Washington Comprehensive Assessment of Science (WCAS) reported on the OSPI Washington State Report Card (<http://reportcard.ospi.k12.wa.us/>).

IV. CIP Reflection: Evaluate Outcomes of 2017-18 Goals

Description of Process used to Evaluate Outcomes and develop Narrative Reflection:

The Continuous Improvement Process began in Spring of 2018, as we collected and received assessment results. Our CIP work is woven into our Professional Growth and Evaluation system. As the administrative team meets with grade levels, teams reflect on initial data and identifies strategies and practices that were successful.

In fall, when final SBA and WCAS results are available, staff completed a more thorough analysis, looking for patterns of achievement and failures. Using classroom-based data, a more thorough analysis of student strengths and learning needs was completed.

2017-2018 Goal <i>(example: 88% will meet or exceed standard as measured on the Spring, 2018 End of Year DIBELS)</i>	Achievement Outcome <i>(example: 83% met or exceeded standard as measured on the Spring, 2018 End of Year DIBELS)</i>
Literacy: K-2 Reading Goal: 92% of primary students will meet or exceed standard on End of Year DIBELS.	Outcome: 87.2% of students in Kindergarten through grade 2 met or exceeded standards on End of Year DIBLES (EOY).
<p>Narrative Reflection:</p> <p>Within the K – 2 grade band, we fell short of the goal.</p> <ul style="list-style-type: none"> • 72% of our kindergarten students ended the 2017 – 2018 school year at or above benchmark. In fall of 2017, we set rigorous goals for our kindergarten cohort. The previous cohort ended their kindergarten year with 84% meeting standard. In the spirit of reaching for more, we had hoped to at least meet that goal. In retrospect, this class may have been an outlier. Historically, between 72 and 78% of kindergarten students have met or exceeded benchmark on EOY DIBELS. • 84.3% of our first-grade students met benchmark on EOY DIBELS. This represents a .3% increase from the cohort performance the previous year. • 96% of second grade students met benchmark. 89.8% of this group met benchmark as first grade students, demonstrating a 6.3% increase in percent of students meeting or exceeding benchmark. <p>As a staff, we consider trends within cohorts as an indicator of our effectiveness. Students who ended last year in second grade have demonstrated consistent growth from kindergarten through grade 2. As kindergarteners, 78% met benchmark. In first grade, 90% of the same group met benchmark. As second grade students, 96% met benchmark.</p>	
Literacy: 3-5 ELA Goal:	Outcome:

88% of students in grades three through five will meet or exceed standard on the English/Language Arts SBA

86.7% of students in grade three through five met or exceeded standard on the SBA – ELA.

Narrative Reflection:

Third Grade:

As third grade is the first time that students experience the Smarter Balanced Assessment, in addition to teaching content, the team makes a concerted effort to assure that students have opportunity to practice responding to questions in a format that is consistent with this assessment.

Third grade students demonstrated relative strengths in the following ELA targets:

- Language Use (7)
- Key Details (8)
- Central Ideas (9)
- Analysis within or across texts (12)

Third grade students demonstrated performance similar to the test as a whole in all other areas, with the exception of Text Structures and Text Features. In this one area, the cohort performance was worse than the rest of the test.

Fourth Grade:

Fourth grade students demonstrated relative strengths in the following ELA targets:

- Within Literary Texts, Identifying key details and word meanings. (Literary Text, Targets 2 and 3)
- Informational Texts, using text structures or features and Language use (Informational texts, targets 13 and 14)
- Composing full texts in Narrative, Informational, and Opinion Writing (Writing Target 2, 4, 7)
- Analyzing information sources (Research and Inquiry, target 3))

Fourth grade students demonstrated performance similar to the test as a whole in all other areas, with the exception of Using Key Details and Reasoning and Evidence in Literary Texts (Targets 1 and 4). This cohort of students has underperformed on this target both years that they have participated in the SBA. Writing/Revising brief texts in informational writing (Target 3), Editing (Writing target 9) and Interpreting and Integrate Information in Research and Inquiry (Target 2). This group of students has underperformed on Opinion Target 9 as both third and fourth grade students.

Fifth Grade

Fifth grade Students demonstrated relative strengths in the following ELA target areas:

- Within Reading, in Informational Texts: Word Meaning (Reading Target 10) and Reasoning, Evidence in Informational Texts (Reading Target 11) and Text Structures or Text Features (Reading Target 13)
- Within Writing: Composing Full Texts (Narrative Writing, Target 2, Opinion Writing, Target 7) and Language and Vocabulary, (Writing Target 8)

Fifth grade students demonstrated performance similar to the test as a whole in all other areas, with the exception of Central Ideas (Reading Target 2), Reasoning and Evidence in Literary Texts (Reading Target 4), Writing/Revising Texts in Opinion Writing (Target 6) and Editing (Writing Target 9). This cohort has underperformed on Writing Target 9, Editing, for the past three years. One additional area in which students underperformed compared to their performance on the rest of the assessment was Interpreting and Integrating information (Research and Inquiry, Target 2). This cohort has underperformed on this target each year they have participated in the SBA.

Moving forward, students would benefit from additional, targeted instruction addressing skills associated with Literature reading target 4 and Writing Target 9 as students across multiple grades have underperformed in these areas. Examples of skills associated with these two targets include:

Literature:

- Make inferences or draw a conclusion about a text
- Make inferences or draw conclusions in order to compare texts
- Use supporting evidence as justification/explanation

Writing

- Apply or edit grade-appropriate grammar usage, capitalization, punctuate and spelling to clarify a message and edit narrative, information and opinion texts.

Math: 3-5 Math Goal:

87% of students in grades three through five will meet or exceed standard on the Mathematics SBA.

Outcome:

76.1% of students in grades three through five met or exceeded standard on the mathematics assessment.

Narrative Reflection:

Grade 3

Final SBA results for our third-grade students was lower than anticipated. Two factors Late in window testing and absences. In an effort to maximize the time for instruction, the math assessment was scheduled during the last week of the assessment window. We have successfully done so in past years. This year, the school experienced a higher than normal absence pattern as a virus moved through third grade. Student health and wellbeing was prioritized.

Relative strengths on the Mathematics Assessment include:

- Representing and solving problems involving multiplication and division
- Understanding properties of multiplication and the relationship between multiplication and division.
- Solving problems involving the four operations, and identifying and explaining patterns in arithmetic
- Solving problems involving measurement and estimation of intervals of time, liquid volumes and masses of objects

- Reasoning with shapes and their attributes.

Third grade students demonstrated performance similar to their performance on the test as a whole in all other areas, with the exception of Target H, representing and interpreting data and Target I, Geometric measurement: understanding concepts of area and relating area to multiplication and to addition.

Grade 4

Relative strengths on the Mathematics Assessment Include:

- Geometric measurements (Target I)
- Graphing points on the coordinate plane (Target J)
- Classification of two dimensional figures (Target K)

Fourth grade students demonstrated similar performance on the remaining assessed the exception of Target C, Understanding the place value system.

Grade 5

Relative strengths on the Mathematics Assessment Include:

- Geometric measurement: understanding concepts of volume and relate volume to multiplication and addition (Target I)
- Graphing points on the coordinate plane to solve real-world and mathematical problems (Target J)
- Classifying two-dimensional figures into categories based on their properties (Target K)

Fifth grade students demonstrated performance like their performance on the remaining assessed targets, except for Target C, understanding the place value system.

This cohort of students demonstrated growth from pervious assessment cycles on the following targets:

- Representing and interpreting data (Target H)
- Geometric measurement (Target I)
- Graphing points on the coordinate plane (Target J)

70% of fifth grade students will meet or exceed standard on the Washington Assessment of Science (WCAS).	Outcome: 90.0% of fifth grade students met or exceeded standard on the WCAS.
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Narrative Reflection:

When setting the goal for WCAS, staff took a conservative approach. We anticipated a dip in scores form the Science MSP and were unsure how students would perform given the new format. Staff proceeded to deliver instruction and to tailor learning experiences to provide exposure to the new format. Student performance on this first assessment is cause for celebration.

Achievement Gap Goal:	Outcome:
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<p>25% of students receiving specially designed instruction in mathematics will meet or exceed standard on the SBA.</p>	<p>35% of students receiving Specially Designed Instruction (SDI) in mathematics met or exceeded standard on the SBA.</p>
<p>27% of students who have previously participated in the SBA will meet or exceed standard.</p>	<p>36.8% of students in grades 4 and 5, who had previously participated in the SBA met or exceeded standard on the SBA.</p>

Narrative Reflection:

While we exceeded both of the identified goals, students not receiving specially designed instruction outperformed this sub group. Where 36% (of 28 special education students, grades 3 through 5) met or exceeded standard, 78% of those who did not receive SDI met or exceeded standard.

The following groups are demonstrating performance below their comparison groups in mathematics:

- 27% of students identified as English language learners met or exceeded standard, compared to 76% of non-ELLs.
- 68% of girls met or exceeded standard on the Mathematics assessment, where 79% of boys demonstrated proficiency. The gap is most disparate in grade 3, with 52% of girls meeting standard compared to 79% of boys. Of note, fourth grade girls outperformed boys by 10%.

These gaps are less apparent in SBA- English Language Arts results and in DIBELS. The performance gap between English Language Learners in primary grades (DIBLES) is close to 5% and becomes significantly more disparate in the intermediate grade band, where the gap between ELLs and non-ELLS is 49%. Where there is a 33% gap between students receiving special education support and those who do not in primary grades, the gap widens in intermediate to 41% as students experience the increase demand, complexity and rigor of the Smarter Balanced Assessment.

School Effectiveness Goal:
Increase parent participation in Effective School Surveys from 5% to 50%.

Outcome:
The number of families participating in the Effective School Survey increased from 5% to 14%, a 9% increase.

Narrative Reflection:

While we fell short of our goal of 50% of families completing the Effective School Survey, we did see a 50% increase in overall participation rates. When setting goals last fall, staff expressed an interest in selecting areas for continuous improvement that reflects input from both groups, families and staff. Additionally, staff felt strongly that having more family participation would provide direction from a more representative group of families. Moving forward, we will continue to invite participation in multiple ways and through whole school and classroom communication.

<p>Attendance Goal: Increase the percentage of students with satisfactory or at-risk attendance from 94% to 98%. (17 or fewer absences)</p>	<p>Outcome: The percentage of students with satisfactory or at-risk attendance decreased from 94% to 92%. (17 or fewer absences)</p>
<p>Narrative Reflection:</p> <p>Considering absence level by grade, Kindergarten had the highest percentage (14%) of students with attendance patterns described as ‘Moderate’ or ‘Severe Chronic’ absences, followed by first grade, with 9% of students in the same categories.</p> <p>Building ‘buy in’ for sound attendance patterns continues to be an area for focus. From following district procedure with attendance communication to increasing the ‘cost of missed instruction’ due to absences and increasing the rigor of instruction from the first minute to the last minute, we have opportunity to communicate the value of being at school.</p>	
<p>Discipline Goal: Reduce the number of recess incident reports receive by boys by 35%.</p>	<p>Outcome: The number of male students receiving recess incident slips decreased from 412 during the 2017 – 18 school year, to 215 during the 2018 – 2019 school year. This is a reduction of 52%.</p>
<p>Narrative Reflection:</p> <p>Having a playground that is accessible and positive is important for school culture. Reducing the number of incident slips received by boys is cause for celebration, especially given the fact that the playground area decreased in spring, once construction began. Several factors can be attributed to this decrease. First, each child went through a recess orientation, during which recess coaches (classified staff members), reviewed playground expectations and guidelines for each area of the playground. This orientation occurred at the beginning of the year and mid-year, once construction began. In addition to receiving clarification on playground rules, this allowed students to meet each recess coach, learn their name, and plant the seeds of relationship. Time was set aside to provide training and norming for recess coaches. Working with the Associate Principal, classified staff had the opportunity to discuss common recess mistakes and agree upon how to best intervene. Further, our Associate Principal has provided coaching for recess supervisors on the playground, with the goal of increasing the amount of positive interactions between adults and students.</p> <p>Reflecting upon this discipline goal, students in kindergarten and first grade are still more likely to behave in a manner that is documented with a recess incident slip. This does make sense as these two groups are new to school and in the process of learning to play on a playground with two hundred students. Comparing data from the end of 2017 to the end of 2018, there was a 53% reduction in the percentage of kindergarten and first grade students demonstrating behavior that warranted a recess incident slip.</p>	

Reflection on 2017-2018 Strategies for Parent, Family and Community Involvement:

2017-18 Strategies to involve parents, families and the community in the CIP process:

The Peter Kirk community is active. From reading with students to Watch DOGS, parents partner with us in supporting student growth. Parents read and practice math facts with students throughout each grade level. Additionally, individuals and the PTSA partner with us to provide enrichment opportunities such as Science Night, Math Night, and our annual Reading celebration.

Reflection on Outcome:

The Peter Kirk community is so willing to provide support for student in any form. On any given day, the number of volunteers in the building approaches the number of staff members. Our families are creative, resourceful and innovative. Our PTSA partners in CIP work by funding programs that offer math and reading intervention and enrichment. They partner in their advocacy for student well-being and they continue to partner in assuring that our campus remains a safe and positive place to learn.

2017-18 Strategies to inform parents, families and the community in the CIP process:

Last year, assessment results were shared with families via a narrated email. Parents have indicated that they find the format informative and allows them to look more closely at the data. Continuous Improvement Process ultimately reflects efforts with individual students. To that end, we communicate with parents in a variety of ways and in a manner that reflects an ongoing relationship. Other strategies for informing parents include presentation at PTSA general membership meetings, articles in the school newsletter, and discussions with prospective families during building tours.

Reflection on Outcome:

According to the Effective School Survey, 81% of families agree somewhat or strongly that the school communicates its goals effectively to families and the community. In response to the statement "I have a clear understanding of what the school is trying to accomplish," 88% agree somewhat or strongly. The term 'inform' implies one-way communication. Other than the Effective School Survey, school bulletin, classroom bulletin, we are interested in exploring other ways to communicate our efforts, celebrate successes and partner to find solutions to the challenges that are unique to our school..

V. Annual School Goals, Strategies, Resources and Progress Monitoring for 2018-2019

2018-2019 SMART Goals, Strategies and Resources

Literacy: K-2 Reading SMART Goal:

84% of students will meet or exceed benchmark on end of year DIBELS.

Kindergarten, first, and second grade teachers take ownership of this goal. Student success in reading is a point of pride for Peter Kirk staff. Our Safety Net teacher partners provide intervention for readers who are approaching standard.

Progress will be monitored using DIBELS assessment in January and May. Further, student progress will be monitored using assessments associated with literacy instruction, including those included in our curriculum and informal assessment data collected daily, during small group instruction.

Student groupings are determined using routine assessments and biweekly progress monitoring. Groups are adjusted to include those who need support in specific skill areas. Further, the team uses ongoing formative assessment collected during whole class, small group and one to one instruction to adjust instruction and shift groups to best serve students. Both intervention and rigor are assured using leveled texts, providing access to 'just right books' and instructional texts that include vocabulary and structure consistent with student learning needs.

Grade level specific strategies that will be implemented to support goal:

Kindergarten

In addition to routine literacy instruction, the kindergarten team will use Headsprout and Read Naturally to provide differentiated support. For those who need intervention, the team provides small group instruction, Safety Net and ELL support.

First Grade

The first-grade team accesses Safety Net and ELL services to support students who qualify. Additionally, they have access to additional instructional aid time to provide an extra dose of support. This allows for an extra dose of support for students who do not qualify for Safety Net, ELL, or Special Education Services. Further, the first grade team hosts a Reading Club before school to support those students who do not qualify for extra services but who demonstrate a need for additional support. The Reading Club is funded through the generosity of the Lake Washington Schools Foundation.

Second Grade

The second grade team identifies phonemic awareness as an area of strength for this cohort. To support reading fluency, the team also uses Raz-Kids, Epic Books and builds in activities that promote fluency. This team also uses leveled reading groups, access to

Safety Net and ELL services to provide challenge or intervention as determined by student performance on assessments.

This year, the Peter Kirk staff is engaging in professional development on SIOP strategies. Teacher leaders lead staff through training, beginning with strategies to use while planning for instruction.

Student progress will be monitored using DIBELS MOY and EOY assessments. Student progress will be monitored using Wonders assessments, both Unit tests and Wonders reading fluency assessments. For those receiving intervention, more frequent progress monitoring will occur, using DIBELS. Teams meet regularly to review assessment results, identify strategies and monitor the effectiveness of implemented strategies.

Literacy: 3-5 ELA SMART Goal:

82% of students in grades three through five will demonstrate at or above standard performance on the ELA Smarter Balanced Assessment.

Process used to determine goal:

Teachers used baseline fall assessment data, combined with previous years SBA results (grades four and five) to predict which students are likely to meet or exceed standard.

Grade level teams will provide instruction and use assessments to monitor and adjust instruction. Teams will work together, using curricular materials and common assessments, to identify students who would benefit from intervention or enrichment. Our Intervention Team (Safety Net and Special Education) will provide additional targeted instruction for those who need support beyond the differentiated instruction provided during leveled groups.

Instruction will be provided using LWSD provided curriculum. To provide challenge and rigor, teams will offer challenge problems, assignments and projects. Student progress will be monitored through informal observations, classroom assignments, formal and informal assessments and Common District Summative Assessments (CDSAs).

Considering the cohort performance on Smarter Balanced Assessment, two claims surface as potential areas of focus:

In reading

- Literary Texts, students may benefit from instruction in using text evidence to compare texts. (Target 4)

In writing

- Using grade appropriate grammar, capitalization, punctuation and spelling to clarify a message and edit narrative, informational, and opinion texts. (Target 9)

Interventions will be determined using classroom based formative and summative assessment, daily and weekly assessments available through the Wonders curriculum, and day to day observations of reading.

In addition to the planned LWSD writing modules planned for the school year, instruction may benefit from professional development to support instruction that targets use of text evidence to support ideas in literary texts and in assuring students demonstrate proficiency in use of appropriate grammar, punctuation and capitalization.

The Instructional Leadership Team will work to determine next steps for professional development. This will be monitored throughout the school year.

Math: 3-5 Math SMART Goal:

80% of students in grades three through five will demonstrate at or above standard performance on the 2019 Spring Mathematics SBA.

Teachers used baseline fall assessment data, combined with previous years SBA results (grades four and five) to predict which students are likely to meet or exceed standard.

Grade level teams will provide instruction using LWSD provided mathematics curriculum and use assessments to monitor and adjust instruction. Teams will work together, using curricular materials and common assessments, to identify students who would benefit from intervention or enrichment. Lessons are differentiated to meet the needs of individual students.

Fourth Grade:

Based upon student performance on last year's SBA, students demonstrate a need for instruction addressing the following targets:

Fourth Grade: Representing and interpreting data. Understanding area and relating multiplication and addition to area. The fourth-grade team will look for opportunities to beef up student skills in these two areas.

Fifth Grade: Representing and interpreting data. The fifth-grade team will take advantage of cross disciplinary instruction and provide students with practice collecting, organizing and interpreting data in mathematics, science and social studies.

Individual student progress will be monitored using informal assessments, daily quick checks and summative assessments. Teachers will work with small groups to provide targeted, 'just in time' instructions address gaps in skill or knowledge or to provide rigor. Progress toward our school mathematics goal will be monitored at the grade level, using common assessments.

To provide challenge and rigor, teams will offer challenge problems, assignments and projects. Student progress will be monitored through informal observations, classroom assignments, formal and informal assessments and Common District Summative Assessments (CDSAs).

The Peter Kirk Instructional Leadership team will be exploring assessment tools to use in monitoring student progress with math fact fluency over time. The intent is to assure that students achieve and maintain mastery of their math facts.

Science: 5 Science SMART Goal:

80% of students in fifth grade will meet or exceed standard on the WCAS.

Process used to determine goal:

The fifth-grade team used observations of student work in science to establish a goal for the WCAS. The team, including teachers and administrators, will monitor student learning in science. They will use classroom-based assessments and observations of student work during science to monitor student progress. The team has decided to use opportunities across disciplines to highlight the ways in which science, scientific thinking and scientific reasoning permeate the world. To support their work, we will continue to engage in district developed training on NGSS. We will monitor student progress throughout the year, with scheduled team check ins that coincide with PGE check ins.

Achievement Gap SMART Goal:

Reduce the achievement gap between male and female students in grades three through five on mathematics Smarter Balanced Assessment from 11% gap to 5% gap, with the intent to eliminate the gap within two years.

Process used to determine goal:

To set a goal to address an achievement gap, we used data across subject areas and grade levels to identify potential gaps. One challenge at Peter Kirk is that for some groups, the number of students in a group is small. Our students meet the definition of 'low income' or who receive support through ELL or Special education represent less than 5 % of our total population. This year, in examining SBA data, we noticed that girls in grades three through 5 underperformed compared to boys on the mathematics assessment. The largest gap was in our third grade scores, where girls underperformed compared to boys by 27%.

Members of our Instructional Leadership Team will work to address this gap. Together, ILT will explore resources and strategies to address self-concept and attitudes about math and science among girls. The team will identify pertinent research, viable strategies and create a plan to address the goal. Further, the ILT is exploring ways to evaluate differences in attitudes about math, social interactions during math lessons, and

difference in ways of thinking. The team is looking for strategies to naturally harvest data for use in understanding differences between genders.

School Effectiveness SMART Goal:

Effective school survey community response, from 45% of families strongly agreeing to 55% of families strongly agreeing that there is frequent, two-way communication between school staff and families. (ESS Survey question #7g)

Process used to determine goal:

This goal was selected after reviewing parent responses to the Spring 2018 Effective School Survey. Given the level of family engagement at Peter Kirk and the school's goal of nurturing community, increasing a sense of connection to the school through effective communication fits with the work of the school. The administrative team will oversee this goal. We will work with staff and with parent groups to explore strategies that foster two-way communication.

Attendance SMART Goal:

Decrease the percentage of students with attendance patterns classified as "severe chronic" from 8% to 4%.

Stated another way, increase the percentage of students with attendance patterns identified as satisfactory, at-risk, or moderate chronic from 92% to 96%.

The attendance data from 2017 – 2018 school year was used to set this goal. Staff determined to address attendance severe chronic attendance pattern.

The administrative team is responsible for addressing and monitoring this goal. The team will use resources provided by LWSD, including articles for the school bulletin to communicate the importance of attendance. Further, we will follow LWSD guidelines for communicating with the families of students who demonstrate patterns of attendance that are concerning. We will monitor attendance patterns monthly.

Discipline SMART Goal:

Reduce the number of recess incident reports received by boys by another 30%

To set the goal, we examined our incident slips over the past 18 months. At this point, boys are still three times more likely to have a behavior documented with a recess slip.

The administrative team and recess staff will monitor data quarterly. Strategies to support the goal include monthly meetings, professional learning opportunities with special education teacher and counselor and playground orientation. We will continue to

monitor data gathered through recess slips and identify and respond to trends that surface through these regular reviews.

VI. Parent, Family and Community Involvement Strategies for 2018- 2019

2018-19 Strategies to involve parents, families and the community in the CIP process:

The Peter Kirk community is active in the building, from reading with students to Watch DOGS, parents contribute to our continuous improvement work. Parents read, practice math facts with students throughout each grade level. Additionally, individuals and the PTSA partner with us to provide enrichment opportunities such as Science Night, Family Math Night and our annual Reading Celebration.

2018-19 Strategies to inform parents, families and the community in the CIP process:

We will continue to communicate initiatives and events associated with the CIP process through school wide communication. Individual student progress will be discussed at conferences and regular communication with families.

Timelines and Progress Monitoring Plans:

Progress will be monitored through Building Leadership Team and Instructional Leadership team throughout the school year.