

Coupeville School District

Continuous Improvement Plan

The Coupeville School District Board of Directors has established six continuous improvement goals:

1. 85% of students will graduate on-time.
2. All students will achieve at or above state average on exams.
3. Assist students to achieve grade level expectations or IEP goals.
4. Challenge students to reach beyond grade level expectations toward higher levels of performance.
5. Support a culture of reflection to drive successful continuous improvement.
6. Strengthen communication with families and community.

Within the context of these six goals, Coupeville School District is committed to graduating all students with the knowledge, skills, and attributes they need to succeed beyond high school.

In order to accomplish the goals, the continuous improvement plan focuses on improving student achievement through the fulfillment of the district's goals and mission of obtaining high levels of learning for all students.

The district will focus on four areas that are critical to student success.

1. Literacy
2. Numeracy
3. College and Career Readiness
4. Engaging Learning Environments

District wide, teachers and administrators will work collaboratively in Professional Learning Communities (PLCs). PLCs will be organized to continually monitor progress toward goals that are outlined in the four guiding questions that help ensure quality instruction and results.

1. What do we want our students to know and be able to do?
2. How will we know when they have learned it?
3. What will we do when they haven't learned it?
4. What will we do when they already know it?

The continuous improvement plan is a "living document". Priorities, strategies, and interventions are developed and refined as the district works with stakeholders to accomplish the district's overarching goal of graduating all students with the knowledge and skills they need to succeed beyond high school.

FOCUS 1 - LITERACY: The ability to read and write, listen and speak.

District Goal: All students will be proficient in reading and writing.

Strategies: Rigorous and Relevant Core Curriculum

All students will be taught using an engaging and robust core curriculum that supports the development of literacy skills in all students and provides many opportunities to read, analyze, write, and speak.

Literacy Intervention Program:

Grades K-4: Washington State Kindergarten through 4th grade Literacy program.

Any student scoring Below Basic (Level 1) or Basic (Level 2) on the 3rd grade ELA assessment, the district will implement an intensive reading and literacy improvement strategy from the state ELA Menu of Best Practices or an alternative practice or strategy as described below.

Students in grades K-4 receive additional reading instruction provided by Title I certificated teachers and para-educators during regular classroom instruction and outside of the regular classroom. Intensive support is designed to increase basic skills and fluency as measured by the DIBELS assessment.

Grades 5: Students in grade 5 receive additional reading instruction provided by Title I certificated teachers and para-educators during regular classroom instruction and outside of the regular classroom

Grades 6-8: Middle school students receive literacy intervention through the Learning Assistance Program (LAP) classes. Access to LAP intervention classes is determined by teacher recommendation, assessment scores, and present levels of performance. In addition to formative and summative tests, progress monitoring in LAP intervention is formally assessed three times per year using the Iowa Test of Basic Skills.

Students with individualized education plans (IEP) are provided specially designed literacy instruction in the resource room.

Students receiving limited English proficiency services receive literacy intervention instruction through the transitional bilingual instructional program (TBIP) where “ELL Plans” are developed and tutoring services provided.

Grades 9-12: High school students receive literacy intervention through English language arts intervention classes, credit recovery opportunities, and online learning assistance.

Students with individualized education plans (IEP) are typically provided specially designed literacy instruction in the resource room.

FOCUS 2 - NUMERACY: The ability to effectively use mathematics to meet the everyday demands of life.

District Goal: All students will be proficient in math.

Strategies: Rigorous and Relevant Core Curriculum

All students will be taught using robust core curriculum that supports the development of a deep understanding of mathematics. By acquiring a deep understanding, students will be able to apply what they have learned to real-world problems. They will also increase their critical thinking and problem-solving skills.

Mathematics Intervention Program:

Grades K-4: Students receive additional support from regular classroom teachers and para-educators.

Grades 5: Students receive additional support from regular classroom teachers and para-educators.

Grades 6-8: Middle school students receive math intervention through the Learning Assistance Program (LAP) classes. Access to LAP intervention classes is determined by teacher recommendation, assessment scores, and present levels of performance. In addition to formative and summative tests, progress monitoring in LAP intervention is formally assessed three times per year using the Iowa Test of Basic Skills.

Grades 9-12: High school students receive math intervention through a system of “double blocking” algebra classes for students in need. Double blocking allows for an additional hour of algebra intervention every other instructional day. In addition to a sequential matriculated math program, credit recovery opportunities and online learning assistance programs provide an additional intervention structure.

Students with individualized education plans (IEP) are typically provided specially designed math instruction in the resource room.

FOCUS 3 - COLLEGE AND CAREER READINESS: The knowledge and skills students need to succeed beyond high school.

District Goal: All students will be college and career ready.

Strategies: Provide effective transition services, planning, and placement.

Transitions: Students will receive the information, support, and resources needed to successfully transition from elementary school to middle school, to high school, and to college or career.

Planning: Students will initiate a “High School and Beyond Plan” by grade 9. From the High School and Beyond Plan, students begin to establish ideas about career, college, preparatory coursework, and needed experiences. Completion of the High School and Beyond Plan will provide the framework and specific classes needed to receive a Diploma and move toward college entrance and career attainment.

Access: Through the assistance of staff, students will become familiar with career options, college applications, scholarships, and financial aid. In addition to the regular curriculum, students engage in college and career preparation activities through:

Future Focus classes.

Career and Technical Education classes including the science, technology, engineering, art, and math (STEAM) certificate of completion program.

Advanced Placement Coursework.

College in the Classroom Coursework.

The Running Start program.

Military recruitment.

Student Careers Program.

FOCUS 4 - ENGAGING LEARNING ENVIRONMENTS: Schools and classrooms that are safe, promote learning, in good condition, and technologically modern.

District goal: All learning environments promote student engagement and enhance achievement.

Strategies: Provide schools and classrooms that are safe, in good condition, comfortable, technologically modern, and establish learning environments that facilitate and increase student engagement:

Safe: Free from hazards, promote emergency preparedness, and compliant with requirements.

Good condition: Clean and in good repair.

Comfortable: Heating, ventilation, and air conditioning systems provide adequate environmental controls. Furnishings are in good repair. Lighting is adequate.

Technologically modern: Information technology and presentation systems function to current standards. Student access to technology is appropriate and open to all. Staff

access to technology supports learning, is appropriate, and open. Technology security systems function to current standards.

Engagement: Provide spaces for students to engage in rigorous and relevant curriculum inside the classroom and outside the classroom for a variety of activities inclusive of the arts and sciences. Platforms and access to online curriculum is rigorous, appropriate, and open to all.

PROFICIENCY

Students in grades 3-8 would be considered proficient when scoring a 3 on the Smarter Balanced Assessment.

Students in Grades 10-11 would be considered proficient when scoring a 3 on the Smarter Balanced Assessment and a 3 on the Biology end of course assessment.

Students in grades K-2 would be considered proficient in literacy when scoring:

Kindergarten: DIBELS = 119

1st Grade: DIBELS = 155

2nd Grade: DIBELS = 238

METRICS AND MEASURES: In reference to School Board Director Goal number 2, the annual district minimum benchmark is based upon Washington State results.

Focus Area: Literacy	Readiness Metric	Washington Results 2016/17	District Benchmark 2016/17	District Results
Students will be proficient in reading and writing.	% of K-2 students scoring proficient on the DIBELS assessment	Unavailable	85%	To be determined
Elementary students will be proficient in reading and writing and prepared to transition to the next grade.	% of 3 rd grade students scoring a 3 on the SBA	54.3%	54.3%	2016: 67%
				2017: 75.7%
	% of 4 th grade students scoring a 3 on the SBA	57%	57%	79.6%
				80.4%

FOCUS AREA: Literacy	Readiness Metric	Washington Results 2016/17	District Benchmark 2016/17	District Results 2016/17
	% of 5 th grade students scoring a 3 on the SBA	60.1%	60.1%	79%
				76.1%
Middle school students will be proficient in reading and writing and prepared to transition to the next grade.	% of 6 th grade students scoring a 3 on the SBA	56.5%	56.5%	50.6%
				67.4%
	% of 7 th grade students scoring a 3 on the SBA	58.5%	58.5%	61.1%
				61.7%
	% of 8 th grade students scoring a 3 on the SBA	59.7%	59.7%	51.7%
				62.2%
High school students will be proficient in reading and writing and prepared to transition to college and careers.	% of 11 th grade students scoring a 3 on the SBA	75.5%	75.5%	75.3%
				73.2%
FOCUS AREA: Numeracy	Readiness Metric	Washington Results 2016/17	District Benchmark 2016/17	District Results 2016/17
Students will be proficient in math.	% of K-2 students scoring proficient on the DIBELS assessment	Unavailable	85%	To be determined
Elementary students will be proficient in math and prepared to transition to the next grade.	% of 3 rd grade students scoring proficient on the SBA	58.9%	58.9%	65.8%
				80.3%
	% of 4 th grade students scoring proficient on the SBA	55.4%	55.4%	63%
				73.1%

FOCUS AREA: Numeracy	Readiness Metric	Washington Results 2016/17	District Benchmark 2016/17	District Results 2016/17
	% of 5 rd grade students scoring proficient on the SBA	49.2%	49.2%	53.4%
				47.7%
Middle school students will be proficient in math and prepared to transition to the next grade.	% of 6th grade students scoring proficient on the SBA	48%	48%	34.1%
				59.3%
	% of 7th grade students scoring proficient on the SBA	49.8%	49.8%	35.2%
				42.6%
	% of 8th grade students scoring proficient on the SBA	47.8%	47.8%	23.5%
				44.0%
High school students will be proficient in math and prepared to transition to college and careers.	% of 11th grade students scoring proficient on the SBA	21.8%	21.8%	21.1%
				43.6%
High school students will be proficient in the Washington State learning standards for science and score proficient on the biology EOC.	% of 10 th grade students scoring proficient on the biology EOC	72.2%	72.2%	66.6%
				75.6%
8 th grade students will be proficient in the Measures of Student Progress in science.	% of 8 th grade students scoring proficient on the biology science MSP	67.5%	67.5%	64.7%
				63.4%
5 th grade students will be proficient in the Measures of Student Progress in science.	% of 5 th grade students scoring proficient on the biology science MSP	65.3%	65.3%	79%
				80.5%

FOCUS AREA: College and Career Readiness	Readiness Metric	Washington Results 2016/17	District Benchmark 2016/17	District Results 2016/17
All students will be college and career ready.	Graduation Rate	77.2%	85%	93.5%
				70/71
	% of high school students meeting state graduation assessment requirements by 11 th grade	75%	85%	75%
	Number of 12 th grade students who have <u>not</u> met state graduation assessment requirements by September.	Unavailable	1%	14 2017: TBD
	Number of 12 th grade students who have taken the SAT/ACT by February.	To be determined	To be determined	To be determined
	Number of 9 th grade students with one of more failing grades.	To be determined	To be determined	To be determined
	Number of 12 th grade students who submit applications to college or university	To be determined	To be determined	To be determined
	Number of 12 th grade students who have been accepted to college university	To be determined	To be determined	To be determined

FOCUS AREA: College and Career Readiness	Readiness Metric	Washington Results 2016/17	District Benchmark 2016/17	District Results 2016/17
	Number of 12 th grade students who will enter the work force after graduation.	To be determined	To be determined	To be determined
	Number of students engaged in physical education classes			319
				276
	Number of students engaged in art classes			137
				185
	Number of students engaged in CTE classes	Unavailable	169	169
				228
	Number of students engaged in advanced CTE classes			31
				23
	Number of high school students who worked at or are working at a part-time job.			
	Number of students engaged in a volunteer service organization.			To be determined
	Number of students engaged in an internship.	Unavailable		1
				0

FOCUS AREA: College and Career Readiness	Readiness Metric	Washington Results 2016/17	District Benchmark 2016/17	District Results 2016/17
	Number of students participating in Running Start	Unavailable	All eligible students who wish to participate	24
				13
	Number of students who have completed an AP class.	To be determined	All eligible students who wish to participate	0
				0
	Students involved in extra-curricular programs.	Unavailable	50%	243
				267
	Number of high school students participating in band, choir, or another music class.	Unavailable	100	67
				80
	Number of high school students participating in drama.	Unavailable	30	18
				26
	Number of high school students participating in an advanced science class such as chemistry, physics.	Unavailable	100	81
				77
	Number of high school students participating in an advanced math class such as calculus and statistics.	Unavailable	50	32
				35

FOCUS AREA: Learning environments promote student engagement and enhance achievement.	Readiness Metric	Washington Results 2016/17	District Benchmark 2016/17	District Results 2016/17
Capital projects plan Phase 1	All projects completed on time and on budget	Unavailable	Construct all projects on time and on budget.	Completed
Capital projects plan phase 2	All projects completed on time and on budget	Unavailable	Initiate project preparations September 2016. Construct all projects on time and on budget.	Completed
Capital project plan Phase 3	All projects completed on time and on budget	Unavailable	Initiate project preparations January 2017. Construct all projects on-time and on-budget.	In process

<p>FOCUS AREA: Learning environments promote student engagement and enhance achievement.</p>	<p>Readiness Metric</p>	<p>Washington Results 2016/17</p>	<p>District Benchmark 2016/17</p>	<p>District Results 2016/17</p>
<p>Emergency Preparedness</p>	<p>Annual emergency drills: 3 fire evacuation drills per school year 3 lockdown drill per school year 1 shelter-in-place drill per school year 1 drill using the school mapping system 1 high-risk event drill determined by the school — earthquake, tsunami, lahar, flood, or other high-risk event drills are encouraged</p>	<p>Unavailable</p>	<p>100%</p>	<p>100%</p> <hr/> <p>99%</p>
	<p>Number of classrooms equipped with emergency response information protocol “flipcharts.”</p>	<p>Unavailable</p>	<p>100%</p>	<p>100%</p> <hr/> <p>100%</p>

FOCUS AREA: Learning environments promote student engagement and enhance achievement.	Readiness Metric	Washington Results 2016/17	District Benchmark 2016/17	District Results 2016/17
	Number of classrooms equipped with 24-hour emergency kits.	Unavailable	100%	100%
				100%
Technology	All classrooms will be equipped with modern audio and visual systems.	Unavailable	100%	90%
	The district website is up to date, and user-friendly	N/A	100%	Up to Date
	Adaptive technology	Unavailable	100%	100%
				100%
	All students in grades 9-12 will be issued an individual chromebook for their use at home and school.		100%	100%
				100%
	All students in grades k-8 will have classroom access to individual use of either a chromebook or iPad.	Unavailable	100%	100%
				100%

FOCUS AREA: Learning environments promote student engagement and enhance achievement.	Readiness Metric	Washington Results 2016/17	District Benchmark 2016/17	District Results 2016/17
	All hardware will be analyzed for usage and effectiveness annually.	Unavailable	100%	100%
				100%
	All software will be analyzed for usage and effectiveness annually.	Unavailable	100%	100%
				100%
	All instructional staff will have access to a modern computer/digital device and projection system.	Unavailable	100%	100%
				100%
	All technology infrastructure support systems will have the capacity to process 1 to 10 gigabytes of digital information.	Unavailable	100%	100%
				100%
	Wherever possible, access to information technology will be provided through wireless connectivity.	Unavailable	90%	100%
				100%

FOCUS AREA: Learning environments promote student engagement and enhance achievement.	Readiness Metric	Washington Results 2016/17	District Benchmark 2016/17	District Results 2016/17	
School Climate	Unexcused absence rate.	.6%	0%	.8%	
				.1%	
	Number of students suspended out of school for 1 day or more.	3.8%	1% or less of student body.	1.5%	
				1%	
	Number of submitted HIB complaint forms	Unavailable	Less than 10% (10) of student body.	CES 0 CMS 6 CHS 4	CES 21 CHS 28
	All staff trained in Safe schools, HIB protocol, and anti-discrimination annually.	Unavailable	100%	100%	
				100%	