Gause Elementary School
LAP and School Improvement Plan

2014-2015
Planning Team

**Building Leadership Team (BLT)**

Rex Larson, Principal
Cecilia Goodling, Kindergarten
Sydney Termini, 1st grade
Julie Taie, 2nd grade
Rebecca Woodings, 3rd grade
Connie Vernon, 4th grade
Eric Engebretson, 5th grade
Wendy Morrill, Student Support Services
Mark Bauer, PE (Specialists)

**LAP Staff**

Wendy Morrill, Reading Specialists
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1. Comprehensive Needs Assessment

Authentic, quality assessments are a valid component for teaching, learning, assessing, and re-teaching. Student achievement data is gained from multiple sources to identify progress toward standards and to determine appropriate future curriculum, use of resources and instruction. Grade level curriculum based assessments, as well as diagnostic and summative assessments are given in the areas of reading, beginning in kindergarten and continuing through grade 5, to measure student growth, and progress throughout the school year. Each grade level team will assess students’ abilities in the areas of reading, math and writing at the beginning of each trimester.

The Gause Learning Assistance Program, LAP, is a supplemental program for reading, writing and math, which is delivered by a full-time teacher and three part-time paraeducators. Served by their classroom teachers, all students receive 30-90 minutes of core reading instruction each school day. The LAP staff serves K-5 students who have been identified as needing additional support during the day in 30 to 45 minute blocks of instructional time depending upon their individual needs.

**easyCBM Testing**

The universal screener, easyCBM, is given at the beginning of each trimester. All students in grades K-5 are assessed in the areas of reading and math. The scores are then compared to previous scores and used to monitor student progress throughout the year. The easyCBM is also used as a way to monitor student progress before and after diagnostic and strategic interventions have taken place.
<table>
<thead>
<tr>
<th>Core Materials/Strategies</th>
<th>Content area (R-Reading or M-Math)</th>
<th>Grade(s)</th>
<th>How much time? M,T,Th,F/W</th>
<th>How many days/week?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Standards with multiple resources: Reading A-Z, Read Well, ABC Phonics, Nellie Edge Sign Language</td>
<td>R</td>
<td>K</td>
<td>90/30 min/day</td>
<td>4</td>
</tr>
<tr>
<td>Core Standards with multiple resources</td>
<td>M</td>
<td>K</td>
<td>60/20 min/day</td>
<td>4</td>
</tr>
<tr>
<td>Core Standards are taught using Daily 5/Cafe, Reading A-Z</td>
<td>R</td>
<td>1</td>
<td>90/45 min/day</td>
<td>5</td>
</tr>
<tr>
<td>Core Standards with multiple resources</td>
<td>M</td>
<td>1</td>
<td>60/30 min/day</td>
<td>5</td>
</tr>
<tr>
<td>Daily 5/Cafe</td>
<td>R</td>
<td>2</td>
<td>90/40 min/day</td>
<td>5</td>
</tr>
<tr>
<td>Daily 5/Cafe</td>
<td>R</td>
<td>2</td>
<td>90/40 min/day</td>
<td>5</td>
</tr>
<tr>
<td>Core Standards with multiple resources</td>
<td>M</td>
<td>2</td>
<td>70/45 min/day</td>
<td>5</td>
</tr>
<tr>
<td>Scott Foresman with multiple resources</td>
<td>R</td>
<td>3</td>
<td>60 min/day</td>
<td>5</td>
</tr>
<tr>
<td>Core standards with multiple resources</td>
<td>M</td>
<td>3</td>
<td>90/30 min/day</td>
<td>5</td>
</tr>
<tr>
<td>Scott Foresman with multiple resources</td>
<td>R</td>
<td>4-5</td>
<td>60/30 min/day</td>
<td>5</td>
</tr>
<tr>
<td>Core Standards with multiple resources</td>
<td>M</td>
<td>4-5</td>
<td>90/60 min/day</td>
<td>5</td>
</tr>
</tbody>
</table>
What are the strengths of these programs?

Gause Elementary School students in grades 3 thru 5 continue to score above the state average on most required State tests (Measurements of Student Progress or MSP) in reading and math (see table below). When taken collectively, 74% of the school’s students in grades 3 through 5 met the state standard on their respective grade level MSP test. In math, 71.2% of our students in grades 3 through 5 met the State standard and in Reading 76.6% met State standard.

**GAUSE ELEMENTARY 2014 MSP SCORES**

<table>
<thead>
<tr>
<th>GRADE</th>
<th>SUBJECT</th>
<th>GAUSE</th>
<th>DISTRICT AVG.</th>
<th>STATE AVG.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Reading</td>
<td>68.3%</td>
<td>71.2%</td>
<td>72.0%</td>
</tr>
<tr>
<td>3</td>
<td>Math</td>
<td>65.3%</td>
<td>64.5%</td>
<td>63.0%</td>
</tr>
<tr>
<td>4</td>
<td>Reading</td>
<td>74.5%</td>
<td>75.8%</td>
<td>69.9%</td>
</tr>
<tr>
<td>4</td>
<td>Math</td>
<td>79.4%</td>
<td>76.3%</td>
<td>60.7%</td>
</tr>
<tr>
<td>4</td>
<td>Writing</td>
<td>74.2%</td>
<td>68.7%</td>
<td>62.0%</td>
</tr>
<tr>
<td>5</td>
<td>Reading</td>
<td>84.9%</td>
<td>82.9%</td>
<td>72.4%</td>
</tr>
<tr>
<td>5</td>
<td>Math</td>
<td>68.1%</td>
<td>69.4%</td>
<td>63.5%</td>
</tr>
<tr>
<td>5</td>
<td>Science</td>
<td>80.5%</td>
<td>78.6%</td>
<td>66.4%</td>
</tr>
</tbody>
</table>

What are the concerns related to these programs?

Now that our state is once again under the guidelines of No Child Left Behind (NCLB), Adequate Yearly Progress (AYP) is relevant again. Recent WA State MSP assessment scores from the 2013-2014 school year, show that our staff and students still have much work to do, particularly in the areas of how best to serve our student subgroup populations, and in particular our students who are identified as Free and Reduced and/or receiving Special Education services. The focus of our SIP work this year has got to be the identification and tracking of the students in these two sub groups.

During the 2014-2015 school year, the Gause staff will spend a considerable amount of time in professional conversations examining ‘how’ we will meet the needs of these students by being intentional and thorough with our ongoing implementation of our school district’s new 5D+ Instructional Framework.

By taking a more intensive look at our instructional practices, the Gause staff will be looking over data, which will help individual teachers, grade level PLCs, as well building level data analysis teams, break down assessment results from unidentifiable percentages to numbers to specific student names. This more intensive focus and break down of data to the level of identifying individual students needing intervention, not only should help us show measureable gains in all student learning, but also specifically the identified students who make up our different subgroup populations.
Table 2: Supplemental Programs

<table>
<thead>
<tr>
<th>Reading</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read Naturally</td>
<td>Common Core examples</td>
</tr>
<tr>
<td>System 44</td>
<td>OSPI resources</td>
</tr>
<tr>
<td>Read Well K, 1, and Plus</td>
<td>Math-U-See</td>
</tr>
<tr>
<td>Harcourt Intervention 1st grade</td>
<td>Smarter Balanced Digital Library</td>
</tr>
<tr>
<td>Horizons</td>
<td>Illustrative Mathematics</td>
</tr>
<tr>
<td>Road to Reading</td>
<td></td>
</tr>
<tr>
<td>ABC Phonics: Sing, Sign and Read</td>
<td></td>
</tr>
<tr>
<td>Phonics for Reading</td>
<td></td>
</tr>
<tr>
<td>PCI Reading Intervention</td>
<td></td>
</tr>
<tr>
<td>FCCR Resources</td>
<td></td>
</tr>
<tr>
<td>Really Great Reading</td>
<td></td>
</tr>
</tbody>
</table>

Table 3: Supplemental Programs Description (LAP) 2014/15

<table>
<thead>
<tr>
<th>Intervention</th>
<th>Grade(s)</th>
<th>Frequency (Time and #days/wk)</th>
<th>Total # of Students</th>
<th>Ratio Adults: Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small Group to review letter names, sounds and sight words</td>
<td>K</td>
<td>30 min/4</td>
<td>12</td>
<td>About 1:4</td>
</tr>
<tr>
<td>Small Group Phonics</td>
<td>1</td>
<td>30 min/4</td>
<td>8</td>
<td>About 1:4</td>
</tr>
<tr>
<td>Read Naturally and Phonics Boost</td>
<td>2</td>
<td>30 min/5</td>
<td>13</td>
<td>About 1:4</td>
</tr>
<tr>
<td>Read Naturally, Phonics and Math/Science Vocabulary</td>
<td>3</td>
<td>30-45 min/5</td>
<td>17</td>
<td>About 1:4</td>
</tr>
<tr>
<td>System 44</td>
<td>3</td>
<td>30-45 min/5</td>
<td>2</td>
<td>About 1:4</td>
</tr>
<tr>
<td>Read Naturally and Math/Science Vocabulary</td>
<td>4</td>
<td>30-45 min/5</td>
<td>15</td>
<td>About 1:4</td>
</tr>
<tr>
<td>System 44, Writing, Science/Math Vocabulary</td>
<td>4</td>
<td>30-45 min/5</td>
<td>1</td>
<td>About 1:4</td>
</tr>
<tr>
<td>System 44, Writing, Science/Math Vocabulary</td>
<td>5</td>
<td>30 to 45 min/4</td>
<td>4</td>
<td>About 1:4</td>
</tr>
</tbody>
</table>
Family Perspectives Survey Results – Spring 2014

During the spring 2014 trimester, a window of opportunity and access to the Family Perspectives Survey was opened. This access continued through the end of the school year in June.

2014 survey results included the following data:

Number of participants 94
Male 20
Female 74

2013-2014 Survey Demographics Summary

Race/Ethnicity: By far the majority of respondents were White/Caucasian at 82%, which closely resembles our student population as well. The remainder of the 18% included Hispanic/Latino, Asian/Pacific Islander, African American/Black, and Multi-racial.

Number of children attending Gause: 56% 1 child, 38% 2 children, 5% 3 children
Relationship to children in this school: 98% said parent, 2% said relative
Main language spoken at home: 100% said English
Frequency of visits to the school: 11% rarely, 35% sometimes, 33% often, 21% very often

2013 Survey Questions (A summary based on the responses of 94 participants)

The school has clearly defined purpose and mission: 38 agree completely, 33 agree mostly, 13 agree moderately

I have a clear understanding of what the school is trying to accomplish: 32 agree completely, 33 agree mostly, 16 agree moderately

I support the goals of the school: 37 agree completely, 34 agree mostly, 12 agree moderately

The school’s primary emphasis is improving student learning: 39 agree completely, 28 agree mostly, 15 agree moderately

The school communicates its goals effectively to families and the community: 25 agree completely, 31 agree mostly, 16 agree moderately

All students in the school are expected to meet high standards: 28 agree completely, 35 agree mostly, 15 agree moderately

My child understands what needs to be learned: 31 agree completely, 32 agree mostly, 17 agree moderately
School work is meaningful and made relevant: 32 agree completely, 32 agree mostly, 14 agree moderately

Teachers do whatever it takes to help my child meet high academic standards: 36 agree completely, 30 agree mostly, 11 agree moderately

Teachers make adjustments to meet individual student's needs: 30 agree completely, 28 agree mostly, 13 agree moderately

Thinking about the school, classes challenge students to think and solve problems: 32 agree completely, 32 agree mostly, 15 agree moderately

Students receive detailed information about the quality of the work they do: 29 agree completely, 25 agree mostly, 22 agree moderately

Teachers give students extra help if it is needed: 28 agree completely, 27 agree mostly, 17 agree moderately

Grades are given in a fair manner: 30 agree completely, 34 agree mostly, 10 agree moderately

Students respect those who are different from them: 27 agree mostly, 38 agree completely, 12 agree moderately

The adults in the school show respect for all students: 41 agree completely, 33 agree mostly, 7 agree moderately

Discipline problems are handled fairly: 20 Does not know/Does not apply, 22 agree completely, 27 agree mostly, 12 agree moderately

School leaders act fairly and with integrity: 35 agree completely, 28 agree mostly, 10 agree moderately

My child feels safe at school: 48 agree completely, 25 agree mostly, 8 agree moderately

The school environment helps the learning process: 34 agree completely, 38 agree mostly, 9 agree moderately

School staff listen carefully when I express my opinions and concerns: 33 agree completely, 31 agree mostly, 10 agree moderately

Teachers are constantly trying to become better teachers: 38 agree completely, 25 agree mostly, 9 agree slightly

The teachers and other adults in my school show respect for each other: 44 agree completely, 26 agree mostly, 4 agree moderately

School leaders show they care about all students: 38 agree completely, 27 agree mostly, 10 agree moderately

The adults in the school work well together: 20 Does not know/Does not apply, 36 agree completely, 26 agree mostly, 5 agree moderately

The school contacts the families of students who are struggling academically: 29 Don’t know/Does not apply, 22 agree completely, 14 agree mostly, 11 agree moderately
There is frequent, two-way communication between school staff and families: 27 agree completely, 25 agree mostly, 17 agree moderately

I feel welcome when I visit the school: 55 agree completely, 21 agree mostly, 4 agree moderately

The school works with many community organizations to support its students: 20 don’t know/does not apply, 33 agree completely, 23 agree mostly, 6 agree moderately

Many parents and adults from the community come and help at the school: 43 agree completely, 21 agree mostly, 10 agree moderately

2. School-Wide Reform Strategies

Office of the Superintendent of Public Instruction (OSPI) School Improvement Strategies

The school reform work of the Gause staff is driven by the OSPI model of School Improvement Planning Process Stages of continuous improvement, which are:

- Assess Readiness to Benefit: Engage school stakeholders in a continuous improvement process focused on improving student achievement.
- Collect, Sort and Select Data: Collect, sort, and select data for whole staff to review.
- Build and Analyze the School Portfolio: Facilitate whole staff involvement in building and analyzing the school portfolio.
- Set and Prioritize Goals: Facilitate whole staff involvement in setting and prioritizing student-centered achievement goals.
- Research and Select Effective Practices: Facilitate the study of identified goals and selection of effective practices related to the goals.
- Craft Action Plan: Facilitate the drafting of an action plan that focuses on student achievement.
- Monitor Implementation of the Plan: Facilitate the monitoring of the action plan implementation.
- Evaluate Impact on Student Achievement: Facilitate the evaluation of the action plan based on student achievement.

2014-2015 Building Focus On Improvement

The 2014-2015 school year is year three of a five-year School Improvement Plan that has at its heart, major initiatives of:

- Continue the implementation of the University of WA’s 5D + Instructional Framework as well as the new State Teacher Principal Evaluation Program (TPEP)
- Continue the progress made the past two years in using data analysis at all professional meetings to improve student learning through improvement of instruction and identification of the academic needs of ALL students using the Response to Intervention (RTI) model
- Continue the implementation of the Common Core State Standards (CCSS) in grades K-5 and their alignment with our curriculum, instruction and assessment, as we move from
the current State common assessment, the Measurement of Student Progress (MSP) to Smarter Balance for grades 3-5, beginning in the spring of 2015.

What are the concerns related to these programs?

Now that our state is once again under the guidelines of No Child Left Behind (NCLB), all public schools in the state of Washington are under the requirements of Adequate Yearly Progress (AYP). Recent WA State MSP assessment scores from the 2013-2014 school year, show that our staff and students still have much work to do, particularly in the areas of how best to serve our student subgroup populations, in particular our students who are identified as Free and Reduced and/or receiving Special Education services. The focus of our SIP work this year has got to be the identification and tracking of the students in these two sub groups.

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<table>
<thead>
<tr>
<th>YEAR</th>
<th>Special Education</th>
<th>Free and Reduced</th>
<th>All Sub-Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Reading - Math</td>
<td>Reading - Math</td>
<td>Reading - Math</td>
</tr>
<tr>
<td>2011</td>
<td>35 - 29</td>
<td>67 – 57</td>
<td>81 – 72</td>
</tr>
<tr>
<td>2012</td>
<td>42 – 37</td>
<td>71 – 67</td>
<td>79 - 77</td>
</tr>
<tr>
<td>2013</td>
<td>38 – 33</td>
<td>56 – 51</td>
<td>75 - 69</td>
</tr>
<tr>
<td>2014</td>
<td>28 – 28</td>
<td>62 – 57</td>
<td>77 - 71</td>
</tr>
</tbody>
</table>

Building-Wide Strategies

Beginning in August and September of 2014, grade level teams identified their current students who are in the sub-groups of Special Education and/or Free and Reduced Lunch. Teachers will monitor the achievement of those students throughout the year. Student progress will be tracked with data from multiple sources, in particular easyCBM and classroom-based assessments. Teachers will coordinate their efforts with the LAP
and Special Education staff through open communication and joint PLC work. As each team analyzes the data, they will utilize a variety of options to address the learning needs of all students, paying particular attention to the targeted subgroups.

Intervention options include but are not limited to; small group instruction, one-on-one conferencing, customized homework, and working with parents. On-going formative assessments will be used to monitor and adjust the effectiveness of instruction as well as the basis for dialogue within PLC teams regarding instructional strategies that teachers can use to better meet the needs of every student within their grade level and the focused sub-groups of Special Education and Free and Reduced Lunch.

For several years now, the Gause staff has had high expectations for their students as well as themselves. This professional attitude and value system has become the cornerstone of our school culture and will continue. However, a significant difference this year, will be a more cognizant focus by all staff, on our most needy students in order to close the achievement gap, and make Gause a school where ALL students have as much chance as any other to achieve and be successful.

We will know if we have been successful in this work, when teachers see student improvement in both classroom based assessments for all grades, as well as the results of the 2015 SBAC, our new WA State standardized test, for students in grades 3-5.

**Grade Level and Department Strategies**

Outlined below is a brief statement from each of our grade levels and departments on how they will carry forth this effort relative to the students they are responsible for in 2014-2015.

**Kindergarten**

In Kindergarten, after the targeted subgroups are identified, we have an intentional awareness of the needs of these children. It is not always an academic need. Sometimes it is a social/emotional need. These students are discussed at our weekly PLC meeting. Our goal is to make sure they have the opportunity to reach their full potential.

Through formative assessments, we monitor and adjust on a daily basis, tailoring our focus on the specific needs of each of these children. These needs are met by:

- One on one instruction.
- Small group instruction.
- Before school intervention.
- Flexible grouping.
- Daily collaboration among teachers.
- Individualized help with the para educators.
- LAP services.
- Communication with the special education teachers.
• Communication with the math and ELA coaches.
• Communication with the parents.

1st Grade
In 1st grade, we first identify our targeted subgroup as a grade level. Once we identify these students we take a look at each of their individual needs. These students are discussed at each PLC meeting. We look at their scores on assessments in reading, writing and math to monitor how they are doing. If they are not meeting standard we develop interventions to support their learning needs. In individual classes we check on these students daily on their academics. We scaffold learning when introducing a new skill and differentiate instruction so each student is getting their needs meet. In addition to differentiating learning we are providing opportunities to use technology (iPads and computers) to enhance learning. We provide book bags for our targeted subgroup so that they have appropriately leveled reading materials at home. We work with our ELA coach, Marie Klemmer and our Math coach, Cheryl MacIntyre for interventions that will help these students.

2nd Grade
Our 2nd grade team works closely together to ensure each child has opportunities to reach his or her full potential. If we recognize a student is having difficulties, we do the following things:

• We create homework packets that support specific skills and concepts taught in class and encourage parent/guardian involvement.
• We identify students that aren’t doing the homework so that we can provide them with opportunities to have this additional practice at school.
• We send home additional materials for students to work on.
• We have parent helper’s work with students who are showing a deficit in a specific area (i.e.: practice math facts, sight words, listen to students read, phonics, handwriting fluency, etc.)
• We work with students in small groups on targeted skills.
• We closely monitor students that we have identified as ‘at risk’. We use easyCBM progress monitoring assessments, classroom assessments, and observation.
• We meet with other staff members to discuss strategies to help students in need and through PLC collaboration opportunities create and monitor interventions.
• Our team flexibly groups students in math. We frequently monitor student progress in these groups and make adjustments as needed.
• We utilize our district’s literacy and math coaches to provide us with ideas to help students that may be struggling.
• Our PLC team discusses strategies (in many learning areas) that benefit the classroom as a whole as well as individual students, (i.e.: differentiation strategies, researched based reading and math strategies, etc). We also share materials (either purchased or created) that support the learning of students.
• We strive to provide an environment that fosters growth and a feeling of security and acceptance.
• We monitor students who are coming to school hungry (breakfast/backpack).
• We develop relationships with families to find out needs (counseling, backpack, Thanksgiving).
• We provide school supplies to students who don’t come with them.

3rd Grade

The 3rd grade team as a grade level, as well as each 3rd grade teacher, has identified the students who are in the special education program and/or who receive free/reduced lunch, and will continue to monitor the achievement of those students throughout the year. We will track their data utilizing easyCBM, pre and post unit assessments, and formative assessments. We will be coordinating efforts with the LAP and special education programs through open communication and PLC work.

As we analyze the data, the team will utilize a variety of options to address the learning needs of all students, including the specified subgroup. Some of our options include small group instruction, one-on-one conferencing, customized homework, and working with parents. We will use on-going formative assessments to monitor and adjust the effectiveness of our teaching and as a basis for dialogue within our PLC regarding more ways we can better meet the needs of every student in the third grade.

4th Grade

The 4th grade teachers at Gause will specifically attend to the needs of our targeted subgroup in the following ways:
• PLC work regarding targeted students
• Monitoring test scores especially on group measures (easyCBM, grade level assessments)
• Collaboration with Special Education and LAP staff
• More individualized instruction
• One on one teacher assistance
• Calling on students during group discussions
• Frequent checking on assignments and progress
• Differentiated instruction and assignments
• Additional time to complete assignments
• Alternate location to complete work
• Utilizing district instructional coaches

5th Grade

These are the strategies and actions we use to support all 5th grade students at Gause:
• Communication with Special Education (SpEd) Team
• Learning Assistance Program (LAP) and Resource Room
• Small group instruction
• Use of manipulates, etc.
• One to one instruction
• Differentiated lessons as needed
• Technology devices – iPads with speech assisted applications, typing
• Communication with parents
• PLC work with team analyzing student data, sharing teaching strategies
• PLC work with other Washougal School district 5th grade teachers
• Team teach - Two teachers are responsible for math and science, two are responsible for English/Language Arts and Social Studies
• Work with Literature and Math Coaches
• Training with District Math Coach Cheryl MacIntyre

**PE/Music:**

Here is a list of the strategies that we use in physical education and music:

* Adapted Music and Physical Education Classes
* Aides support students that require additional support in physical education and music classes
* Students use music note identification sheets. The sheets help them recognize the music notes
* In PE classes, support students who have difficulty with reading and writing tasks. For example, when students are filling out exit slips, ask the student the questions and write what the student tells the teacher
* Use alternative formative assessments (e.g., oral, visual, auditory, and drawings)
* To help 5th grade SpEd & Free/Reduced students prepare for the 5th grade CBA "Get Fit Summer", teacher will have students complete a poster assessment. The teacher will give the fitness poster-scoring guide to their learning specialist so that they have additional time in the classroom to complete the assignment.

**The Special Services Team**

The Special Services Team at Gause is participating in ongoing professional development at the district level on Data Driven Decision-Making (DDDM). The systematic collection and analysis of data by our team allows us to have a deeper understanding of the needs of all the students we serve. We meet regularly with the different grade level teachers at their PLC meetings and share our data with them. Then collaboratively make the most effective decisions regarding the instruction and support that each student needs to receive to be successful.
3. How We Ensure Instruction by Highly Qualified Teachers and Staff

The district's human resources department reviews all employee files to ensure that teachers meet 'highly qualified' status within their current positions. In addition, they screen all applicants for new positions to ensure that only those teacher applicants who meet 'highly qualified' requirements are forwarded to building principals as potential candidates for new positions. This is similar to the process utilized when hiring para-educators - only those individuals meeting 'high qualified' requirements for a para-educator positions are forwarded to building principals for consideration of employment within all Title 1 schools.

- Highly Qualified Teachers: To be deemed highly qualified, teachers must have:
  - a bachelor's degree,
  - full state certification or licensure, and
  - prove that they know each subject they teach.

- Highly Qualified Para-educators
  - Have a high school diploma or a GED and complete 48 hours at an institution of higher learning or
  - Obtain an Associate's Degree or higher or
  - Pass a State approved assessment that assessed the ability to assist in instructing reading, writing and math
4. Professional Development Activities

Individual Staff Professional Growth Plans (PGPs)
Professional Growth Plans are not only a part of developing a school-wide covenant of a shared purpose, but each staff member’s own PGP directs his/her growth for continuous improvement. PGP are designed down from the district’s strategic plan through the school’s SIP/LAP to each employee’s personalized plan. This process will direct site and district staff development resources (funds and time) to meet site and individual needs. This allows employees to develop their own personal vision to match the site and district vision. In 2014-2015 all staff PGPs will be aligned with the new University of WA’s 5D+ Instructional Framework.

Staff Development
The district will work with the BLT and individual teachers to establish a district-wide staff development process and a peer-coaching plan. Title, LAP, state, district and federal funds will sometimes provide teachers access to other professional learning opportunities for staff at other buildings.

Other Focused Professional Development May Include:

- Weekly staff meetings are used for professional development purposes (i.e. in-depth discussions using professional literature and/or professional periodicals as resources). Special presentations by designated staff members or outside consultants such as ESD (Educational Service District) Science Support Staff, and other relevant district teachers and administrators.
- Continue our building-wide implementation of Time to Teach, a discipline program that identifies, teaches, and reinforces appropriate student behavior in classrooms and all common areas.
- WSD sponsored teacher workshops (i.e. Differentiated Instruction and Technology) are offered to teachers throughout the school year.
- Current Gause teacher serves as the ESD Science Liaison Trainer, K-5 and meets frequently with grade level teams as well as conducts staff meeting workshops on science standards and instruction.
- The addition and implementation of an elementary English Language Arts (ELA) coach and our continued use of our district’s elementary math coach. Both coaches will work with grade level PLCs, individual teachers, lead staff trainings as well coordinate staff meetings with the building administrator.

5. Strategies We Use to Increase Parental Involvement

- Active Booster group
- Student and Family Events (i.e., Sport-A-Thon fundraiser, Family Book Share Night, Family Bingo Night, Family Fitness Night, Booster meetings, Literacy Day)
- Updated school website
- Teacher/Classroom websites
- On-Line Family Access
- Frequent email communication with parents
- A monthly On-line Parent Newsletter on the WSD/Gause web site
- Family Perspectives Survey
- Teacher communication with parents
- Parent volunteers at a variety of school sponsored events
- Regular parent volunteers as needed by teachers in classrooms
6. How We Attract High-Quality, Highly-Qualified, Teachers and Staff

Gause Elementary is unique in that the principal and the staff believe strongly in the development and ongoing support of leadership capacity in all staff. We find that by providing multiple opportunities for leadership by staff, the school’s vision, mission and goals are better supported and served. This belief in developing leadership capacity in others is constantly revisited and all staff members are encouraged to hold all stakeholders accountable for the school’s improvement plan’s (SIP) validity and credibility as a result.

The school also works closely with district office personnel to ensure that all teachers in the district are aware of the increased opportunities for professional development for teachers assigned to the school.

7. How We Share Leadership to Support Each Other as Staff Members

Building Leadership Team (BLT)
It is the purpose of the Building Leadership Team (BLT) to support and facilitate effective and safe learning (instructional) environments through collegial support, open communication, sharing common concerns, and learning from each other.

We will accomplish this by:

- Collecting and assessing instructional data
- Providing avenues for professional growth and change
- Promoting lifelong learning

The staff at Gause Elementary School will work with home and community to provide all students the opportunity to reach their full potentials – academically, socially, emotionally, and physically.

What Guides Our Decision Making and Supports Our Group Culture

As members of the Gause Elementary Leadership Team, we commit ourselves to the following statements of belief and value.

Open Communication – Open communication between team members is essential. The team gains through engaging in positive dialogues.

Confidentiality – Confidentiality among members is imperative and builds trust.

Respect – All members and their opinions are of value to the team. Team behaviors must promote each member’s self worth and interdependency.

Shared Communication – All employees are part of the district’s student learning process. Policy decisions and necessary information discussed in Leadership Team meetings must be communicated to all employees.
Cooperation – All staff members must work together to achieve our school’s mission.

Thoughtful Decisions – Decisions must be based on our school’s commitment to being a high quality organization with clear expectations for all students.

- Decisions will support the school’s SIP
- Decisions will focus on student achievements and improving student learning
- Decisions must support student and employee safety
- All team members will support decisions made by the group.
8. Plan for Assisting Students Transition Between Grades

Pre School To Kindergarten- Every spring, prior to the school year ending, Gause Kindergarten teachers observe district and private provider preschool classes to assess the students’ readiness for Kindergarten. This data is then used to group students into balanced classrooms and in some cases, plan interventions necessary to a student’s successful transition and inclusion into the K-5 setting. Identified students are also invited to participate in the district’s Ready, Set, Kindergarten! Summer Program.

Transition Meetings- In order to make the transition from elementary school to middle school as successful as possible for students, there is a system of transition meetings in place. These meetings include administration, parents, social workers, counselors, general education teachers as well as teachers and staff in special services.

9. How We Include and Train Teachers Regarding Use of Assessment

The teachers at Gause work in Professional Learning Communities, or PLC’s weekly. This system of continuous data collection, conversation and analysis is the driving force behind the decisions teachers make about their instruction and intervention.

The teachers in Special Services are participating in a continuous professional development on Data Driven Decision Making. This is the focus of special services’ PLCs at Gause. The student achievement data collected and analyzed is routinely shared with the general education teachers at PLCs to make sure everyone has the data needed to make the best instructional and intervention decisions for every student.

10. How We Identify Students for Supplemental Support Programs

Identification for entry into the Learning Assistance Program (LAP):

- Student rank ordering list used by LAP staff and regular education teachers
- Response to Intervention (RTI) is an ongoing process at all PLC meetings
- Curriculum Based Measurements (CBM)
- Use of rank ordering to identify most at risk students
- easyCBM data to establish instructional need and interventions, then later used for progress monitoring of each student

11. How We Exit Students From Support Programs

Exiting From the LAP Program: Students are recommended for exit from the LAP program when one or more of the following occurs:

- The student starts to meet grade level targets during the school year.
- The student meets standard on their grade level MSP (WA State’s Adequate Yearly Progress (AYP) test.
- The student scores in the low risk range on benchmark assessments.
12. How We Coordinate and Integrate Funds

The district utilizes federal (Title IIA, Title III, SpEd), state (LAP, TBIP, BEA), and local levy dollars to provide coordinated professional development. Building level plans are analyzed to determine common needs so that funds can be maximized. Program directors also examine building level data to provide targeted professional development and supplemental service supports.