

North Cow Creek Elementary School District
LCAP Discussion Goal Summary
Revised: 3/1/2016

- A. CONDITIONS FOR LEARNING: All teachers, staff, and parents will have the materials and resources to successfully address the academic needs of students insuring students' progress towards meeting standards.**
- a. The district needs to ensure that teachers are utilizing curriculum and instruction consistent with CCSS.
 - b. The district needs to ensure resources are in place to monitor the progress students are making towards meeting grade level standards, goals, and objectives.
 - c. The district needs to ensure supports are in place to address the individual needs of student so as to target and address these needs in a systematic manner.
 - d. The district needs to insure the physical fitness needs of students are being meet so as to help students live a healthy life style.
1. Adopt a comprehensive Language Arts program within the next 2 years that will address academic standards and provide optimal learning for students. Insure the program includes a strong professional development component for staff and a list of recommended literature for classroom and/or school libraries. (Writing?)
 - a. Y1a: Pilot ELA programs for consideration. Time spent during staff meetings and collaboration days to review pilot progress. Set funds aside funds to be applied to the purchase of ELA program during Year 2.
 - b. Y1b: Purchase supplemental novels for grades 4-8 that support common core and critical thinking skills.
 - c. Y2a: Purchase ELA program (with writing component).
 - d. Y2b: Continue the identification and purchase of supplemental materials based on established needs and evaluation of student progress in both ELA and MA.
 - e. Y3b: Continue the identification and purchase of supplemental materials based on established needs and evaluation of student progress in both ELA and MA.
 2. Insure technology supports are in place that includes the ability to monitor student progress towards standards; an online component for staff, students, and parents; and insure students have access to online supports through one to one devices at grades 5-8.
 - a. Y1a: Provide PD in the use of the Aeries Analytic tools, AIMSweb for monitoring student progress.
 - b. Y1b: Evaluate and select an online assessment/evaluation tool for tracking student progress across the core curricular areas.
 - c. Y2a: Continue utilization of online tools/assessments to monitor student progress towards RtI goals and service levels. Establish protocols for utilizing online tools for assessment all students in the areas of MA and ELA.
 - d. Y3a: Continue utilization of online tools/assessments to monitor student progress towards RtI goals and service levels. Fully implement key standards assessments with online tools.
 3. Build a strong support system whereby students are able to set and monitor academic goals that support their achieving high levels of academic readiness. Insure this program supports the development of student's motivation, creativity, and key 21st century learning skills.
 - a. Y1: Utilize goal setting/personal based on Leadership/7 Habits program to create class and student personal and academic goals.
 - b. Y2. Utilize data walls and data notebooks provide resources for students to set and monitor their personal and academic goals.
 - c. Y3: Utilize data walls and data notebooks provide resources for students to set and monitor their personal and academic goals.
 4. Provide strong intervention supports for students in Language Arts and Mathematics to insure students are progressing towards grade level standards.
 - a. Y1a: Support the Learning Center and RtI Model of intervention through a .4 FTE teacher and paraprofessional support of small group classroom instruction.

- b. Y2: Support the Learning Center and RtI Model of intervention through a .4 FTE teacher and paraprofessional support of small group classroom instruction.
 - c. Y3: Support the Learning Center and RtI Model of intervention through a .4 FTE teacher and paraprofessional support of small group classroom instruction.
5. Strengthen the PE program through appropriate equipment, training, lessons and by establishing integrated lessons/materials with the core curriculum areas (Language Arts, Mathematics, and Science) to insure students are meeting physical fitness standards.
- a. Y1a: Purchase materials that allow full implementation of the Sparks PE Program at all grade levels.
 - b. Y1b: Utilize staff meeting and PD days to provide formal training on successful implementation of the Sparks PE Program.
 - c. Y2a: Replenish supplies for implementation of the Sparks PE Program.
 - d. Y2b: Provide time during collaboration meetings for staff to focus on implementation of the Sparks PE Program.
 - e. Y3a: Replenish supplies for implementation of the Sparks PE Program.
 - f. Y3b: Provide time during collaboration meetings for staff to focus on implementation of the Sparks PE Program.
6. Insure a proficient and skilled staff through competitive wage structures, retention of skilled teachers, focused professional growth, effective professional collaboration, and staff leadership involvement in the school improvement process.
- a. Y1a: Work with union groups to monitor a competitive wage structure for retention of skilled teachers.
 - b. Y1b: Utilize professional development days, staff meetings, and staff collaboration days for professional development in ELA, small group instruction, and Leadership principles/strategies.
 - c. Y2a: Work with union groups to monitor a competitive wage structure for retention of skilled teachers.
 - d. Y2b: Utilize professional development days, staff meetings, and staff collaboration days for professional development in ELA, small group instruction, and Leadership principles/strategies.
 - e. Y3a: Work with union groups to monitor a competitive wage structure for retention of skilled teachers.
 - f. Y3b: Utilize professional development days, staff meetings, and staff collaboration days for professional development in ELA, MA, small group instruction, and Leadership principles/strategies.

- B. ENGAGEMENT/CLIMATE: All members of the school community (parents, staff, students) will actively participate in supporting the academic, social, and behavior goals of students that address academic standards, 21st century learning outcomes, and leadership capacity.**
- a. The district needs to ensure parents have the resources and information necessary to support the learning of their students.
 - b. The district needs to ensure students have access to resources that help them develop 21st century learning skills; resources address the specific skills/talents of students, and opportunities for students to integrate learning in meaningful ways.
 - c. The district needs to ensure staff receive targeted professional development in the core curricular areas, in addressing the social/emotional needs of students, and in helping students develop the skills they will need to be successful in high school, college, and beyond.
 - d. The district needs to ensure staff, students, and parents are appropriately involved in all phases of developing a positive and effective learning environment.
 - e. The district needs to ensure a safe and supportive school environment is in place that supports the social, emotional and academic growth of students.
1. Enhance parent engagement through improved communications between school and home and providing academic supports to parents that allow them to become effective partners with the school in helping their child achieve academic goals.
 - a. Y1a: Utilize the monthly school newsletter, classroom newsletters, parent/teacher conferences, Back to School night, and online resource to inform parents of strategies for successfully supporting the academic and social development of their students.
 - b. Y2: Utilize the monthly school newsletter, classroom newsletters, parent/teacher conferences, Back to School night, and online resource to inform parents of strategies for successfully supporting the academic and social development of their students.
 - c. Y3: Utilize the monthly school newsletter, classroom newsletters, parent/teacher conferences, Back to School night, and online resource to inform parents of strategies for successfully supporting the academic and social development of their students.
 2. Staff will utilize effective strategies for helping build social and academic skills within students so that students have the ability to set and achieve personal goals. Staff will help students take responsibility for achieving academic goals and becoming contributing citizens of their class, their school, and their community. Positive behavior within and outside the classroom will increase with a reduction in student complaints about bullying.
 - a. Y1: Continue piloting the “Leader in Me” program. Focus on staff professional development in the area of student goal setting and helping students apply Leadership principles in managing their personal progress towards meeting grade level standard and personal goals.
 - b. Y2: Based on outside funding, fully implement the “Leader in Me” program.
 - c. Y3: Based on outside funding, continue full implementation of the “Leader in Me” program.
 3. Student engagement will be enhanced through supplemental activities that integrate core curricular areas, help students make personal connections with their learning and possible career/college choices, and activities that help students acquire 21st Century learning skills. Activities may include electives, STEAM activities, small group activities, and online courses.
 - a. Y1a: Fund an extracurricular “activity” period for students in grades 7-8.
 - b. Y1b: Fund a formal an online “elective” 3-day/week program for students in grades 7-8 with a focus on STEAM (Science, Technology, Engineering, Art, and Mathematics) courses.
 - c. Y1c: Provide co-curricular experiences for students at all grade levels through assemblies, fieldtrips, and integrated classroom activities that help students make connections with meaningful and real-life topics.
 - d. Y2a: Fund an extracurricular “activity” period for students in grades 7-8.
 - e. Y3b: Fund a formal an online “elective” 3-day/week program for students in grades 7-8 with a focus on STEAM (Science, Technology, Engineering, Art, and Mathematics) courses.

- f. Y2c: Provide co-curricular experiences for students at all grade levels through assemblies, fieldtrips, and integrated classroom activities that help students make connections with meaningful and real-life topics.
- g. Y3a: Fund an extracurricular “activity” period for students in grades 7-8.
- h. Y3b: Fund a formal an online “elective” 3-day/week program for students in grades 7-8 with a focus on STEAM (Science, Technology, Engineering, Art, and Mathematics) courses.
- i. Y3c: Provide co-curricular experiences for students at all grade levels through assemblies, fieldtrips, and integrated classroom activities that help students make connections with meaningful and real-life topics.

- C. PUPIL OUTCOMES: Students will demonstrate proficiency in meeting grade level standards through multiple measures including standards-based assessments, performance tasks, and meaningful activities that integrate real-life activities.**
- a. The district needs to ensure the systems are in place to monitor and adjust the individual progress of each student.
 - b. The district needs to ensure supports are in place to target the individual needs of students so instruction can appropriately challenge students and intervene when students are not meeting standards.
 - c. The district needs to ensure students are given opportunities and instruction that help them develop their skills for self-advocacy, long-term planning, and problem-solving resilience.
1. Students will demonstrate proficiency in meeting grade level standards in the core academic area as well as supplemental areas that include Science, technology, engineering, and the performing arts.
 - a. Y1: Staff will identify and utilize standards-based curriculum with appropriate supports and integrated activities that focus on STEAM and leadership. Staff collaboration days, professional development days, and staff meetings will be utilized to review student work and assessment results to monitor progress in students reaching identified targets as specified by school and classroom mission statements, curriculum goals, and student goals.
 - b. Y2: Staff will identify and utilize standards-based curriculum with appropriate supports and integrated activities that focus on STEAM and leadership. Staff collaboration days, professional development days, and staff meetings will be utilized to review student work and assessment results to monitor progress in students reaching identified targets as specified by school and classroom mission statements, curriculum goals, and student goals.
 - c. Y3: Staff will identify and utilize standards-based curriculum with appropriate supports and integrated activities that focus on STEAM and leadership. Staff collaboration days, professional development days, and staff meetings will be utilized to review student work and assessment results to monitor progress in students reaching identified targets as specified by school and classroom mission statements, curriculum goals, and student goals.
 2. The following targets will be utilized to measure school success in students meeting standards:
 - a. Students attending North Cow Creek from kindergarten will read at grade level by the end of their third grade year.
 - b. Students attending North Cow Creek for at least 4 years will be digitally literate and will show proficiency of technology standards and utilizing technology to address learning goals.
 - c. Students attending North Cow Creek from kindergarten will be high school ready in math computation and concepts by the end of 8th grade.
 3. The following targets will be utilized to measure school success in students meeting social and behavioral standards:
 - a. Students will demonstrate grade level appropriate leadership skills related to strong positive character traits, the ability to personally meet academic goals, and ability to positively interact with their peers.