Mission Statement of School and District

The Edmonds School District engages students, staff, families, partners and the broader community in the district’s Strategic Direction. Together, along with every school, results have been identified that we want for our students. The continual improvement of our schools is essential in providing increased student performance and quality results. Innovative, exemplary, and research-based programs, coupled with professional development, focused and aligned resources, and community participation in decision making and planning are essential elements in improving schools. For more detailed information, please visit our school’s improvement plan or give us a call at your convenience.

About Us

HILLTOP HAS PAWS — Perseverance and hard workers who Accept responsibility and Work together as a community in making Smart academic thinkers, making positive choices.

At Hilltop Elementary we strive to create a stimulating, safe school where everyone’s encouraged to reach their maximum potential in an environment of respect, caring and trust.

Principal: Janie O’Brien
Assistant Principal: Mary Fordham
20425 Damson Road, Lynnwood, WA 98036
(425) 431-7604/hte.edmonds.wednet.edu
Our 30 teachers at a glance:

- 46.7% of teachers have at least a Master’s Degree
- 11.2 average years of teacher experience

Academic Accomplishments and Goals
Strategic Direction Focus Areas

This year our focus will be on improving students writing skills. Our teachers will provide explicit instruction in how to make revisions, and have planned for specific meeting time with individual students on this skill. Teachers will collaborate on the goals of writing effectively (with a focus on English Language Learners students). They will also show growth in interaction and discussion skills and meeting or showing improvement in English Language Arts (ELA) grade-level standard assessments. As a result of these actions, 80% of tested students will meet standard on the ELA portion of the Smarter Balanced Assessment in Spring 2018 (as compared to 71% of tested students on the ELA portion of the SBA.

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in Spring 2017). For more detailed information, please visit our school's improvement plan at or give us a call at your convenience.

How You Can Help

We have an incredibly supportive PTA that contributes greatly to our school. We have monthly PTSA-sponsored family events and many additional activities that you can become involved with. We currently have a small group of parents planning family engagement opportunities for academic focused evening events. On April 19, 2018 this group will host a STEAM (Science, Technology, Engineering, Art, and Math) event. Additionally, we have individual students who would benefit from one-to-one tutoring in basic skills. We welcome you to join our Hilltop family and become a volunteer! Please contact our school office if you are interested.

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Financial Resources

Annually, we produce a Citizens Guide to the District's Budget. One of our highest priorities is being excellent stewards of our community's resources. Each year, we involve staff, students, families and community members in helping us to set budget priorities. For more information on school funding, we encourage you to refer to the 2016-17 Citizens Guide to the Budget.

The state provides $8,662 per pupil to our District.

About Our Building

Opened: 1967
Square footage: 55,328
Remodeled: 1987 and 1992 (additions)

We are proud that our school facility is used extensively by our community for meetings, events and youth activities.
School Theory of Action/Target Area
This year our focus will be on improving writing skills through explicit instruction in revision and planned student interactions. Teachers will collaborate on the goals of writing effectively (with a focus on ELL students), showing growth in interaction and discussion skills and meeting or showing improvement in ELA grade level standard assessments.

Whole School Achievement Goal - As a result of these actions, 80% of tested students will meet standard on the ELA portion of the SBA in Spring 2018 (as compared to 71% of tested students on the ELA portion of the SBA in Spring 2017).

Opportunity Gap:
- Measurement/Assessment: ELA portion of SBA

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Current % Successful</th>
<th>Goal % Successful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comparison Group A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EL Students</td>
<td>13%</td>
<td>25%</td>
</tr>
<tr>
<td>Comparison Group B</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-EL Students</td>
<td>76%</td>
<td>85%</td>
</tr>
<tr>
<td>All Students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELA portion of SBA</td>
<td>71%</td>
<td>80%</td>
</tr>
</tbody>
</table>

Strategic Direction Focus Areas:
You may choose to select one or more of the other options in addition to Effective Learning for All Students.
- ☒ Effective Learning for All Students
- ☒ Equity of Opportunity
- ☐ P-3rd Grade Early Learning
- ☐ Graduates Who Are Ready for Life

Specific Strategic Direction Indicators of Focus:
Students meeting or exceeding grade level standards in ELA (ELA State Assessment Grades 3-6) and growth over time.

School Vision/Mission:
If we use explicit instruction techniques when teaching revision in student writing and plan authentic student interactions throughout the day, THEN students will improve their written revision skills, demonstrate overall growth in content areas and have access to all that the education system allows.

School Demographics:
Parent, Family, and Community Involvement in this Plan:

We have parents involved in our SIP/Building Team and we review with PTSA who offer input and consultation.

Review and Analysis of Data:
Check all data reviewed and analyzed that determined your Strategic Direction focus area(s) and your school target.

- State Assessments
- District Assessments
- School Assessments
- Classroom Assessments
- SAT/ACT
- AP/IB/CHS/Tech Prep
- CTE Industry Certification
Summary of strengths or greatest progress based on the data:

- In Spring 2017, 69% of 1st grade students met standard in reading.
- In Spring 2017, 81% of 2nd grade students met standard in reading.
- In Spring 2017, 71% of grades 3-6 met standard in ELA.
- The staff and 4th grade student perception surveys were in the 80th and 90th percentile in all areas.

Prioritized areas of opportunity or greatest challenge based on the data:

- 87% of EL students are not yet meeting standard in ELA in grades 3-6 based on the SBA assessment.
- 76% of EL students are not yet meeting standard in Math in grades 3-6 based on the SBA assessment.
- Based on the 2016-17 ELA SBA Claims, students grades 3-6 would benefit from a focus on academic vocabulary in multiple content areas.
- In order to improve our math performance scores, strong reading skills are a prerequisite for math problem solving and overall success in math.

Third Grade OSPI Literacy Expectation:

<table>
<thead>
<tr>
<th>What Percentage of Third Graders Met or Exceeded standard on the SBA ELA?</th>
<th>If less than 60% of students met or exceeded, a whole school intensive reading/literacy plan is required. Mark the appropriate box.</th>
</tr>
</thead>
<tbody>
<tr>
<td>69%</td>
<td>Plan is required: YES ☒ NO ☐</td>
</tr>
</tbody>
</table>

If a plan is required for your building, add in your SBA Claim Report Data (percentages met) below:

Reading: Click here to enter text. Writing: Click here to enter text.
Grade Level/Specialist/Department Goals aligned to the School Target Area and Goal:
Kindergarten

Student Learning Goal:
Between October and April, students in Kindergarten will show growth in their writing skills in the area of revision by elaborating on their ideas within their stories, through the use of questioning and discussion and interaction strategies.

We will measure this Formatively by:
- Work Samples
  - Look fors: details in pictures, labels, simple sentences, sight words, beginning use of punctuation, and capitalization at beginning of sentences
- Observations
- Self-Assessments (Color and detail in pictures)
- Lucy Calkins Kindergarten rubrics

We will measure this Summatively by:
- Pre & Post Writing Assessment
- Sight Word Assessment

Action steps we will take to meet our goal:
- Teaching lessons on how to
  - Draw pictures that tell a story
  - Labeling the pictures
  - Writing the sounds in the words that they hear
  - Using sight words in their writing
  - Forming simple sentences with basic conventions
- The Kindergarten teaching team will meet regularly to examine student work, calibrate, and plan instructional steps.

Technology: This is how we will utilize technology to meet our goal:
- The use of a document camera to show the class student work samples
- The use of Red Cats to have students share their ideas with each other
- Online videos to teach strategies differently

1st Grade

Student Learning Goal:
Between October and April, all 1st grade students will improve their writing skills through explicit instruction in revision and planned student interactions. We will collaborate on the goals of writing effectively (with a focus on ELL students), showing growth in interaction and discussion skills and meeting or showing improvement in ELA grade level standard assessments.

We will measure this Formatively by:
Grade level writing assessments, teacher checklists/rubrics, observational data, and self-assessments.

**We will measure this Summatively by:**
Assessments given at the beginning, middle and end of the year.

**Action steps we will take to meet our goal:**
- Give pre assessments for baseline data.
- Use pre assessment data to plan teaching strategies to increase students' writing abilities.
- Use SIOP strategies to increase student's abilities to participate in discussions and ask questions.
- Teach academic language to increase student’s abilities to participate in discussions and ask questions.
- Use formative assessments to assess progress.
- Give checkpoint assessment mid-year/mid-unit.
- Give post assessment.

**Technology-This is how we will utilize technology to meet our goal:**
- Use Speech-To-Text to support struggling writers and ELL students.
- Use kid-friendly search engines (ex: kidrex.com) to generate answers to student-driven questions.
- Use abcya to promote keyboarding skills.

**Second Grade**

**Student Learning Goal:**
Between October and April, all 2nd grade students will increase their writing skills through intentional teaching of revision/editing strategies, questioning and discussion skills, SIOP(interaction) strategies and emphasis on academic language.

**We will measure this Formatively by:**
Grade level writing prompt assessment, student revision/editing checklists, observational data, student self-assessments.

**We will measure this Summatively by:**
Assessments given at the beginning, middle and end of the year.

**Action steps we will take to meet our goal:**
- Give pre assessment for baseline data.
- Use pre assessment data to plan teaching strategies to deepen students' writing skills.
- Use exemplars to model writing standards.
- Use SIOP strategies to increase students’ abilities to participate in discussions and ask questions about writing.
- Teach academic language and tools to increase students’ ability to improve writing skills.
- Use formative assessments to assess progress.
- Give check-point assessment mid-year.
- Give post assessment.

**Technology: This is how we will utilize technology to meet our goal:**
• Use interactive videos that model how authors go through the writing process and how they revise their work.

Third Grade

**Student Learning Goal:**
Between October and April, 2017-2018, all 3rd graders will increase their writing skills, and ability to revise their writing through a writing workshop model which includes: whole group instruction, small group and individual instruction based on the needs of all students, with a focus on ELL student success. Students will collaborate with other peers to share, discuss, and revise writing pieces as part of the SIOP model interaction.

**We will measure this Formatively by:**
Writing tasks that show growth over time that reflects the writing process including revision strategies.

**We will measure this Summatively by:**
Assessments given at the beginning and end of the narrative, informational, and persuasive units.

**Action steps we will take to meet our goal:**
• The 3rd grade team will meet every 2 weeks throughout the year, to examine student work, collaborate, and plan next instructional steps for student growth.
• Give pre-assessments for baseline data
• Use pre-assessment data to plan teaching strategies to improve student growth.
• Use SIOP strategies to increase student understanding of the writing process.
• Use writing samples to assess progress throughout each unit.
• Use writing conferences to check in with students
• Give post assessment

**Technology: This is how we will utilize technology to meet our goal:**
• Students will type papers online using Google Docs so that both teachers and students will learn how to use tools available to assist them in revision.

Fourth Grade

**Student Learning Goal:**
Between October and April 2017-18, most 4th grade students will increase their writing skills in the area of language conventions, partnering to improve their editing skills through questioning, listening and discussion.

**We will measure this Formatively by:**
Grade level writing assessments, teacher checklists, observational data and self-assessments.

**We will measure this summatively by:**
Assessments given at the beginning, middle and end of the year, using a standard based quantitative rubric. (Calkins, Common Core Standards)
**Action steps we will take to meet our goal:**
- Grade level team will meet once a week on Mondays to examine and assess student work, and plan instruction
- Give pre-assessments for baseline data
- Use pre-assessment data to plan teaching strategies to improve students’ editing skills
- Use SIOP strategies to increase students’ abilities to participate in discussions and ask questions
- Use formative assessments to assess progress
- Use summative assessment at mid-year
- Give post assessment

**Technology: This is how we will utilize technology to meet our goal:**
- Students will type papers online using Google Docs so that both teachers and other students can view, comment and edit student work easily.
- Students also will learn to use tools available to assist them in editing such as spelling and definitions in Google Docs.

**Fifth Grade**

**Student Learning Goal:**
Between October and April 2017-18, 5th-grade students will increase their writing skills in the area of revision, with a special focus on language conventions through direct instruction, daily writing practice, and intentional use of the Calkins writing materials. SIOP strategies and academic language will be embedded in instruction.

**We will measure this Formatively by:**
Formative growth will be measured in writing groups, writing conferences, journal writing, self assessments, and checklists/rubrics from the units of study, and daily observation.

**We will measure this Summatively by:**
Summative growth will be measured by SBA-aligned rubrics, Lucy Calkins rubrics, Google Classroom evidence, team-generated assessments, student self-evaluation.

**Action steps we will take to meet our goal:**
- Weekly grade-level team meetings to examine and assess student work, and plan instruction.
- Pre-assessments for baseline data
- Use pre-assessment data to plan teaching strategies to improve students’ editing skills
- Use SIOP strategies to increase students’ abilities to participate in discussions and ask questions
- Use formative assessments to assess progress
- Use summative assessment at mid-year and end of units

**Technology: This is how we will utilize technology to meet our goal:**
Students will type papers online using Google Docs so that both teachers and other students can view, comment and edit student work easily. Lucy Calkins materials will be used.
Use online writing tools as needed.

Sixth Grade

Student Learning Goal:
Between October and April, all 6th grade students will show growth in the area of revision of their own written work. This includes the use of capitalization, correct spelling, transitions, punctuation and grammar. Students will also frequently interact with each other to discuss and revise written work.

We will measure this Formatively by:
Students will set a goal related to the Student Learning Goal to work toward. They will have numerous opportunities to track their own growth in their writing in Social Studies, Science, Reading and Writing. Examples of evidence that will be collected and measured could include (but are not limited to):
- Journal entries in social studies, science, and writing
- Exit tickets in all subjects where they revise and edit a passage
- Rubrics shared with students to aid in self and peer assessment
- Letter writing practice (for example, thank you letters to chaperones and camp counselors)
- Scripts for reader’s theater or We Video movies
- Interim SBA Assessments

We will measure this Summatively by:
- Weekly grammar and punctuation quizzes
- Presentations like google slides, google site (digital portfolio)

Action steps we will take to meet our goal:
1. Students will write monthly essays by doing the following:
   - Plan
   - Rough draft
   - Revise and edit
   - Final
   - Publish and Present
2. First semester: weekly conventions quizzes in Writing class
3. Expectation that all work turned in will have perfect conventions, or will need to be revised.

Technology: This is how we will utilize technology to meet our goal:
- All essays will be using Google Docs in Google Classroom.
- Students will use the “suggesting” tool to give each other feedback on revision and editing.
- Presentation tools (My Map and Google Slides)
- Digital Portfolio stored on Google sites
Learning Support

**Student Learning Goal:**
Between November and April, all students with writing IEPs will increase specific writing skills as determined by Step Up to Writing Rubrics.

**We will measure this Formatively by:**
Conducting monthly, informal writing assessments, self-assessments, and scoring students using Step Up to Writing rubrics (grade bracket specific) in conjunction with Lucy Calkin’s writing rubrics.

**We will measure this Summatively by:**
Providing writing assessments, given at a minimum every other month and using a Step Up to Writing rubric in conjunction with a Lucy Calkin’s writing rubric.

**Action steps we will take to meet our goal:**
- Give pre-assessment for baseline data
- Self-assessments and teacher assessments will be given throughout the year to monitor progress
- Provide instruction that incorporates SIOP interaction strategies
- Use pre-assessment data to plan teaching strategies to deepen student’s planning and revising
- Use SIOP strategies to increase student’s abilities to participate in discussions and support planning and revision of work
- Use formative assessments to assess progress
- Give checkpoint assessments mid-year
- Give post assessment

**Technology: This is how we will utilize technology to meet our goal:**
- Online and physical graphic organizers;
- Speech to text programs;
- Student-created parent newsletters;
- Online storyboards

Music/Library/PE

**Student Learning Goal:**
Between October and April, students will increase their level of engagement and the sophistication of the ideas expressed in discussions. By building on each classroom teacher’s instruction in questioning and discussion skills, and by employing SIOP strategies and academic language, students will be better able to express ideas backed up by evidence specific to our individual subject areas.

**We will measure this Formatively by:**
Formative assessment in Music, Library and PE classes. Specific specialist formative assessments may include checklists, focus tasks, think-pair-share, student
dialogue/discourse/demonstration, conferring with students, verbal/written responses, anecdotal notes, and self-assessments.

**We will measure this Summatively by:**
Specific specialist summative assessments may include unit pre- and post- tests, skills performance pre- and post-tests, and pre- and post- performance tasks.

**Action steps we will take to meet our goal:**
- Meet with specialist team to create/choose Accountable Talk Sentence Stems, review specialists Academic Vocabulary, SIOP strategies.
- Discuss and implement practices including questioning and discussion techniques.
- Make observations for baseline data.
- Use SIOP strategies to increase student’s abilities to participate in discussions and ask questions.
- Teach academic vocabulary to increase students’ abilities to participate in discussions and ask questions.
- Use formative assessments to assess progress.
- Create interventions for students.
- Discuss instruction that worked and didn’t work and how to use this learning to improve future practice.

**Technology-This is how we will utilize technology to meet our goal:**
- Students will utilize technology in PE for physical fitness skill enhancement; in Music for listening lessons, as a composition tool, for amplification, recording and accompaniment;
- In Library for skills assessment, information literacy, research, digital citizenship lessons, and location of Benchmark/Fountas and Pinnell reading individually levelled materials.

**ELL Cohort in district**

**Student Learning Goal:** If we utilize SIOP strategies and techniques (specifically the component of “Interaction”), then students will improve knowledge or ELA skills by utilizing rubrics (emphasizing revision techniques) and anecdotal notes in which students are being monitored on their progress.

**We will measure this Formatively by:**
Collecting student work samples, rubrics, anecdotal notes/observations

**We will measure this Summatively by:**
Examine Pre- and Post-Assessment data for improvement of ELA skills

**Action steps we will take to meet our goal:**
- Examine student work samples
- Select or modify rubrics based on individual student needs and developmental level
- Meet regularly with various Hilltop staff

**Technology-This is how we will utilize technology to meet our goal:**
- Students will have an option to use computer assistive technology
- Students will have the option to show their learning and growth in ELA by presenting progress/growth via technology forum

**Action Plan for the School to Address the Target Area to in order to meet the Achievement Goals:**

<table>
<thead>
<tr>
<th>Learning Opportunities for Students</th>
<th>Description of the Learning Opportunity</th>
<th>Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>As part of progress monitoring, what are you doing to help students who are still struggling?</td>
<td>Daily 5 ELA Blocks utilizing parent volunteers Intervention Blocks at all grade levels Extra assistance from classified staff and parent volunteers Guided small groups based on student need. Intensive classroom support based on student need. Use of technology, manipulatives, new resources. Differentiated instruction through technology.</td>
<td>Daily or various times during the week.</td>
</tr>
<tr>
<td>As part of progress monitoring, what are you doing for students who are meeting or exceeding standards?</td>
<td>Intervention Blocks at all grade levels Guided small groups based on student need. Addressing different learning styles. Use of technology, manipulatives, new resources.</td>
<td>Daily or various times during the week.</td>
</tr>
<tr>
<td>Describe how your school addresses the physical, emotional, and intellectual safety conditions that allow for effective teaching and learning to take place.</td>
<td>Window Room. Check-in and check-out systems. Friendship groups. Roots of Empathy. Virtue assemblies and lessons.</td>
<td>Daily or various times during the week.</td>
</tr>
<tr>
<td><strong>Learning Opportunities Provided for Staff Specific to the School Target</strong></td>
<td><strong>Description of the Learning Opportunity</strong></td>
<td><strong>Schedule</strong></td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td>Whole staff learning opportunities to support the focus and intentionality of this Goal.</td>
<td>Professional Development Calendar on a Google Doc and Classrooms with descriptions focusing on SIOP strategies, Academic language, Danielson 3b Questioning and Discussion techniques, and deeper focus on Lucy Caulkin’s writing program.</td>
<td>Admin directed Wednesdays and building days</td>
</tr>
<tr>
<td>Small group, individual, voluntary learning opportunities to support the focus and intentionality of this Goal.</td>
<td>Staff meeting time as PD Optional grade level meetings.</td>
<td>bi-monthly</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Intensive Reading and Literacy Improvement Plan</strong></th>
<th><strong>Description of Intervention Practices</strong></th>
<th><strong>Monitoring Schedule</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify the intensive and targeted reading/literacy intervention practices, K-4, your school will implement. Specifically identify and describe your building’s grade to grade transition plan. How is student learning information shared and how are intervention plans from year to year continued/modified/expanded/discarded?</td>
<td>• Use of coaches • Additional learning time within the school day • After school programs • Targeted Professional Learning • Tutoring • Possible partnering with foundry10 to provide our ELL students a class involving ELA instruction through drama.</td>
<td>Click here to enter text.</td>
</tr>
<tr>
<td><strong>Describe your Targeted Family Engagement Plan</strong> that ensures two way communication between home and school regarding individual student progress.</td>
<td>Use of interpreters Use of Language Line Providing written copies of documents, translated in various languages Frequent communication with families</td>
<td>6-8 sessions possibly in January/February</td>
</tr>
</tbody>
</table>