

Edmonds School District
School Improvement Planning Process
Each Student Learning, Every Day!

School Name: Hilltop Elementary

Year: 2018 - 2019

School Theory of Action/Target Area

This year our growth aim will be on increasing student engagement in all content areas with a focus on students in each classroom who are not showing adequate progress academically and/or social emotionally. Teachers will collaborate in professional learning communities to study and gain knowledge of effective instructional strategies for student engagement, then implement these strategies in their classroom, which will result in student growth and improvement in all areas.

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

Student Group	Current % Successful	Goal % Successful
Comparison Group A EL Students	13%	25%
Comparison Group B Non-EL Students	76%	85%
All Students ELA portion of SBA	71%	80%

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:

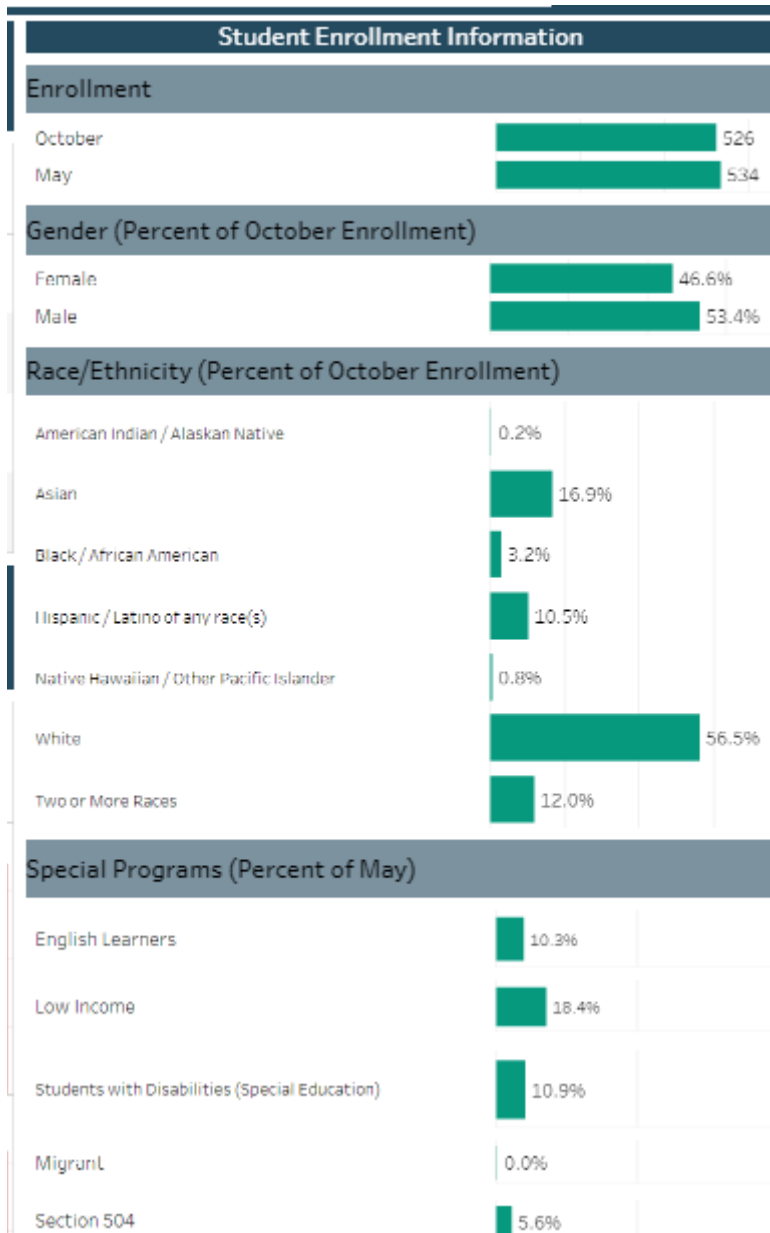
Students meeting or exceeding grade level standards in ELA (ELA State Assessment Grades 3-6) and growth over time.

School Vision/Mission:

If we practice strategies that offer student engagement opportunities and increased choice in their learning, then all students will show progress in areas.

Edmonds School District
 School Improvement Planning Process
Each Student Learning, Every Day!

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.

Edmonds School District
School Improvement Planning Process
Each Student Learning, Every Day!

- State Assessments
- District Assessments
- School Assessments
- Classroom Assessments
- SAT/ACT
- AP/IB/CHS/Tech Prep
- CTE Industry Certification
- Graduation Rate
- Attendance Data
- Other:
- Discipline Data
- Staff Perceptual Data
- Student Perceptual Data
- Parent Perceptual Data

Summary of strengths or greatest progress based on the data:

<ul style="list-style-type: none">• In Spring 2018, 81% of 1st grade students met standard in reading.
<ul style="list-style-type: none">• In Spring 2018, 94% of 2nd grade students met standard in reading
<ul style="list-style-type: none">• In Spring 2018, 75% of grades 3-6 met standard in ELA.
<ul style="list-style-type: none">• 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:

<ol style="list-style-type: none">1. 87% of EL students are not yet meeting standard in ELA in grades 3-6 based on the SBA assessment
<ul style="list-style-type: none">• 76% of EL students are not yet meeting standard in Math in grades 3-6 based on the SBA assessment.
<ul style="list-style-type: none">• Based on the 2016-17 ELA SBA Claims, students grades 3-6 would benefit from a focus on academic vocabulary in multiple content areas.

Edmonds School District
 School Improvement Planning Process
Each Student Learning, Every Day!

- 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:

What Percentage of Third Graders Met or Exceeded standard on the SBA ELA? 69%	If less than 60% of students met or exceeded, a whole school intensive reading/literacy plan is required. Mark the appropriate box. <p style="text-align: center;">Plan is required: YES <input type="checkbox"/> NO <input checked="" type="checkbox"/></p>
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. Listening: Click here to enter text. Research/Inquiry: Click here to enter text.	

Grade Level/Specialist/Department Goals aligned to the School Target Area and Goal:

Universal Design for Learning Team Student Growth Goal:

*From October through April, we will be collaborating with a professional group in our school to learn additional instructional strategies and practices that increase student engagement and student choice in all content areas. We will be meeting on non-staff meeting Wednesdays to increase our knowledge of **Universal Design for Learning Guidelines** and then implement them into our classroom practices, resulting in student academic and social/emotional growth.*

To measure growth

- *We will share collaboration notes over time from our collaborative meetings with plans to implement **Universal Design for Learning** techniques in our classrooms,
- *Include copies of lesson plans that intentionally focus on **Universal Design for Learning** strategies we are learning about, and their results.
- *Share observational engagement data collected from each other via walkthroughs.
- *Include perception data reflecting the growth in my learning, via a google doc taken 3 times (November, February, March) during this year.

Academic Choice Team Student Growth Goal:

From October through April, we will be collaborating with a professional group in our school to learn additional instructional strategies and practices that increase student engagement and student choice in an academic area of the teacher's choice. Specifically we will be focusing on the methodology of Responsive Classroom: Academic Choice. We will be meeting twice a month to increase our knowledge of these strategies, plan and implement them into our classroom practices, assess student work, and read Learning Through Academic Choice by Paula Denton as a group, resulting in student academic and social/emotional growth.

Edmonds School District
School Improvement Planning Process
Each Student Learning, Every Day!

Possible measurements include, but not limited to:

- *Specific academic choices given to students as developed in lesson plans and rubrics
- *Observational engagement data collected
- *Formative and summative assessments of student work
- *Using templates from Responsive Classroom: Assessment Tool for Teachers to track our pr

Responsive Classroom - Joyful Classroom Team Student Growth Goal

From October through April, we will be collaborating with a professional group in our school to learn additional instructional strategies and practices that increase student engagement. We will meet twice a month. One time being the third Wednesday of each month and the other time being flexible. We will use the resources of Joyful Classroom and The First Six Weeks to increase our knowledge of these strategies and then implement them into our classroom practices, resulting in student academic and social/emotional growth.

To measure growth

- *We will share collaboration notes over time from our collaborative meetings with plans to implement in our classrooms.
- *Share observational engagement data collected from each other via walkthroughs.
- *Include perception data reflecting the growth in our learning, via a google doc taken 3 times during this year.

Librarian Team Student Growth Goal:

From October through April, I will be collaborating with a group of district librarians to study ways to increase student engagement by building more culturally diverse collections and by promoting books that reflect students' own identities or offer glimpses into the lives of those who are different from themselves. We will meet at least monthly to research and share instructional activities, book lists, and assessment ideas that, when implemented in our libraries, will result in student academic and social/emotional growth.

To Measure Growth:

- *To measure growth we will survey/perception data, interviews with targeted students, circulation statistics, circulation of window and mirror books, collection data, anecdotal records, reflections on new strategies.

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

Edmonds School District
 School Improvement Planning Process
Each Student Learning, Every Day!

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:

<i>Learning Opportunities for Students</i>	<i>Description of the Learning Opportunity</i>	<i>Schedule</i>
<p>As part of progress monitoring, what are you doing to help students who are still struggling?</p>	<p>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.</p>	<p>Daily or various times during the week.</p>
<p>As part of progress monitoring, what are you doing for students who are meeting or exceeding standards?</p>	<p>Intervention Blocks at all grade levels Guided small groups based on student need. Addressing different learning styles. Use of technology, manipulatives, new resources.</p>	<p>Daily or various times during the week.</p>

Edmonds School District
 School Improvement Planning Process
Each Student Learning, Every Day!

Describe how your school addresses the physical, emotional, and intellectual safety conditions that allow for effective teaching and learning to take place.	Window Room. Check-in and check-out systems. Friendship groups. Roots of Empathy. Virtue assemblies and lessons. Collegial meetings with learning support teams. Class meetings.	Daily or various times during the week.
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<i>Learning Opportunities Provided for Staff Specific to the School Target</i>	<i>Description of the Learning Opportunity</i>	<i>Schedule</i>
Whole staff learning opportunities to support the focus and intentionality of this Goal.	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.	Admin directed Wednesdays and building days
Small group, individual, voluntary learning opportunities to support the focus and intentionality of this Goal.	Staff meeting time as PD Optional grade level meetings.	bi-monthly

<i>Intensive Reading and Literacy Improvement Plan</i>	<i>Description of Intervention Practices</i>	<i>Monitoring Schedule</i>
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?	<ul style="list-style-type: none"> • 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. 	Click here to enter text.

Edmonds School District
School Improvement Planning Process
Each Student Learning, Every Day!

Describe your <i>Targeted Family Engagement Plan</i> that ensures two way communication between home and school regarding individual student progress.	Use of interpreters Use of Language Line Providing written copies of documents, translated in various languages Frequent communication with families	Click here to enter text.
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