



**Edmonds**  
SCHOOL DISTRICT

# School Improvement Plan

**School Name: Chase Lake Community School-Year: 2019-2020**

## Section I: School Mission, Vision, and Demographics:

**School Vision/Mission:** Chase Lake strives to provide challenging school experiences that foster steady, continuous, satisfying progress for every child we serve

### 2019-2020 School Demographics

Group	Number of Students	% of Students	Group	Number of Students	% of Students
Enrollment (October)	411	NA	Two or More Races	53	12.90%
American Indian/Alaskan Native			English Language Learners	108	26.28%
Asian	26	6.33%	Homeless/McKinney-Vento	14	3.41%
Black/African American	42	10.22%	Low Income	261	63.50%
Hispanic/Latino	112	27.25%	Section 504	34	8.27%
Native Hawaiian/Other Pacific Islander	12	2.92%	Students with Disabilities	106	25.79%
White	166	40.39%	Student Mobility	23	5.6%

## **Student, Family and Community Involvement in Plan:**

- Family Advisory Leadership Team
- Chase Lake University-Family facilitated learning opportunities in technology, science, and math
- Student directed family conferences grades 5-6
- Title/EL Reading Night for families
- Family representation on Equity Team
- Family engagement survey
- School communication practices survey

## **Section II: Reflection & Evaluation of Prior Year's Progress**

**Describe the progress your school made toward the improvement goals in the 2018-19 SIP.**

<b>Goal</b>	<b>Narrative Reflection:</b>
Compared to 51% of all students meeting standard on the Mathematics section of the SBA in Spring 2018, we will decrease the percentage of students below standard by 10% on the Mathematics section of the SBA in Spring 2019.	Our goal was to have 56% of our students (grades 3-6) at standard on the mathematics section of the SBA 2018-19. The actual amount of students at standard following testing was 42% Reflection: possible factors for not achieving our goal include: Our past year master schedule was designed for grade level teachers to have a common planning time. Intervention blocks would allow students to receive core academic instruction in the classroom and then receive differentiated structured instruction during designated intervention blocks. There was at least one new teacher at every grade (new to teaching or new to the grade level).
Students with EL Status who are Hispanic	Our goal was to have 36% of our student who are EL/Hispanic at standard on the mathematics section of the SBA. The actual amount of students in EL/Hispanic at standard is 14% Reflection: possible factors for not achieving our goal include: Many staff experienced and trained in instructional strategies for working with students in

	<p>EL, however there is inconsistency with implementation of GLAD and SIOP strategies across the school system K-6.</p> <p>Examining the focus for the various teams, committees, assemblies, and events at Chase Lake, with regard to the opportunity gap, there is a lack of cohesion and alignment across all areas.</p> <p>There has not been a school wide focus on using language objectives in the planning and implementing of instruction.</p>
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**How has the progress described above informed your school’s improvement planning for this school year?**

We will continue to focus on closing the opportunity gap for our students in EL who are Hispanic. This will be accomplished by completing multiple cycles of inquire through grade level PLC structures focused on language acquisition, instructional practice, and student growth.

**Section III: Needs Assessment**

**A. Based on your data analyses and examination of other contextual factors, what specific claims can you make about your school’s Areas of Strength and Areas of Needed Growth (2-3 for each)?**

**Areas of Strength**

1. Overall, students in EL feel valued and welcome; this data comes directly from a student survey given in the spring of 2019. During a second grade WIN (What I Need) reading intervention model from the 2018-19 school year, all second grade students showed positive growth in literacy as measured by Acadience.

The data on absences and suspensions for students who are Hispanic and in EL reveal very little instructional time is lost due to absences and suspensions. There is a very high percentage of students who are here daily, and a very low percentage of students who are suspended.

With consideration to Family Survey data, overall, our families feel a sense of connection to Chase Lake and there is a willingness to support learning at home. Families have a desire to know how their student is doing toward accomplishing a standard and how they can support that learning.



Our Building survey data reflects that staff hold high regard for respecting all students and our work should reflect equitable practices.

### **Areas of Needed Growth**

A school-wide investigation of longitudinal data demonstrates a high percentage of our students, who are Hispanic, English learners, are not making sufficient academic progress throughout their K-6 experience at Chase Lake Community School. We have also explored historical data at the federal, state, and local level that indicates this specific group of students is performing well below students who are not receiving services for EL. Our recent work at Chase Lake involves engaging staff in an inquire processes of analyzing existing data, generating additional data, and working through a root cause analysis.

Our school has analyzed a variety of data sources with consideration of the through line from leadership practices, to classroom instruction, to student learning. Specifically the data areas include student achievement, perceptual information, student engagement, teaching practices, and leadership practices.

Examining the focus areas for the various teams, committees, assemblies, and events at Chase Lake it became increasingly clear that there is a lack of cohesion and alignment across all areas. Analysis of ELA SBA data shows students are struggling within the strand of literary text meaning. Language Objectives are not clearly defined or consistently used in classrooms during lesson delivery.

**B. Based on your analyses, what specific areas of needed growth will your school focus? What is your rationale for this focus; why this above others? What has your improvement work identified as potential causal factors, i.e. what's happening or not happening in your school that's bringing the current results?**

Best practices that are not consistently in place across all grade levels and classrooms at Chase Lake: In the 2018-19 school year, we began the work to analyze and determine the root causes for why our students in EL who are Hispanic are performing below other students. Following a thorough investigation of multiple data sources, each teacher working with a vertical team across grade levels, special education, and specialists, completed an individual Root Cause Analysis Tool. The current causes, identified as High Control and High Significance includes:

- Unpacking belief systems: race/ethnicity, socio-economic status, and trauma
  - An in-depth study of language acquisition
  - Instructional strategies for Literacy to support students who are Hispanic and receiving EL services
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- Having our school speak a common language with regard to literacy instruction, assessment, and intervention across the K-6 system
- Family engagement
- Social-Emotional Framework

Addressing these causal factors will move systems improvement forward by creating opportunities for students to engage with high leverage interventions while staying in class during core instructional time. There will also be increased opportunities for staff to collaborate in innovative planning of academic interventions. We should expect to see increases in collaboration and communication between classroom and EL teachers. Our school will speak a common language with regard to instruction, assessment, and intervention across the K-6 system. Ultimately, closing the opportunity gap and improving student achievement for all.

**C. Additional Data Required**

**State Participation Rate: 95% participation required**

<b>Area of Opportunity (less than 95% participation)</b>				
Black-African American	17	19	ELA	89.47
Special Education	45	50	ELA	90.00
Black-African American	17	19	MATH	89.47
Special Education	45	50	MATH	90.00
Two or More Races	24	26	MATH	92.31

**If your participation rate is an area of opportunity, please describe your plan for increasing student participation during the school year:**

Outreach and promotion to families of the various groups below the 95% participation rate with a focus on the benefits and outcomes for state assessments and student achievement.

**D. Third Grade OSPI Literacy Expectation:**

<p><b>What Percentage of Third Graders Met or Exceeded standard on the SBA ELA?</b></p> <p style="text-align: center;">41%</p>	<p>If less than 60% of Third Grade students met or exceeded, a whole school intensive reading/literacy plan is required. (Mark YES OR NO by copying this symbol <input checked="" type="checkbox"/> next to your selection.)</p> <p>Plan is required: YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>
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**If a plan is required for your building, add in your Third Grade SBA Claim Report Data (percentages met) below:**



- **Reading:** 43% at or near; 25% above standard
- **Writing:** 53% at or near; 14% above standard
- **Listening:** 61% at or near; 27% above standard
- **Research/Inquiry:** 47% at or near; 20% above standard

## Section IV: Theory of Action

### Theory of Action:

*If we, as the Chase Lake learning community, refine our knowledge of language acquisition then we will enhance our instructional strategies in literacy to meet the needs of all students.*

### Rationale:

With an intense focus on increasing the knowledge and expertise of all stakeholders in the area of language acquisition (*Krashen*) and by providing rigorous professional learning of research based instructional strategies (*Cummins*) and culturally responsive pedagogy (*Hammond*), Chase Lake will begin to close the opportunity gap for our students who are Hispanic and receiving EL services.

## Section V: Student Outcome Goals (School wide and Opportunity Gap)

### Whole School Achievement Goal

*Compared to 49% of our 3rd-6th grade students meeting standard on the English Language Arts section of the SBA in Spring 2019, we will increase the percentage of students meeting standard by 10% (54%) on the ELA section of the SBA in Spring 2020*

### Opportunity Gap Goal

*Compared to 14% of students in 3rd-6th grade with EL status who are Hispanic, meeting standard on the English Language Arts section of the SBA in spring 2019. We will increase the percentage of students meeting standard by 50% (to 21%) on the ELA section of the SBA in Spring 2020.*

## Section VI: Action Plan

### Plan for 2019-20

Key Improvement	Description/Assessment Measures	Specific Timeline
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Action		
Unpacking belief systems: race/ethnicity, socio-economic status, and trauma	<p>Ongoing professional learning exploring institutions of racism, implicit bias, and privilege.</p> <p>Data collection tools: Continuum of becoming an Anti-Racist Multicultural Institution Rubric</p> <p>Staff Perception Survey: Equity</p>	<p>2X/school year: October 2019 May 2020</p> <p>2X/school year: October 2019 May 2020</p>
An in-depth study of language acquisition	<p>Ongoing professional development focused on Language Acquisition</p> <p>Data collection tools: Professional Learning Evaluation</p> <p>ALDs (Achievement Level Descriptors) to track student growth in the domain of speaking</p> <p>Classroom walk-throughs with Look For Document</p>	<p>5X/school year, at the conclusion of building professional learning</p> <p>3X/Year: November 2019 February 2020 May 2020</p> <p>3X/Year: November 2019 February 2020 May 2020</p>
Instructional strategies for Literacy to support students who are Hispanic and receiving EL services	<p>Structures to support collaborative learning</p> <p>Data collection tools: PLC Notes: Cycles of Inquire</p> <p>Learning Lab Notes: Cycles of Inquire:</p>	<p>5X/school year, at the conclusion of admin directed PLC meetings during designated staff meeting</p> <p>2x/year</p>

	½ day sub release time for grade level teams to initiate COI related to the SIP	Winter 2019 Spring 2020
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**Plan for Years 2 & 3**

**2020-2021:**

- Continued focus on increasing capacity to support our students who are English Learners and Hispanic.
- Professional Learning of Instructional strategies (SIOP, GLAD,...) for Literacy to support students who are Hispanic and receiving EL services
- Ongoing work with Family Engagement and the Social-Emotional Framework

**2021-2022:**

- Our school will speak a common language with regard to literacy instruction, assessment, and intervention across the K-6 system through a Tiered system of MTSS.
- Ongoing work with Family Engagement and the Social-Emotional Framework

**Action Plan for the School to Address the Third Grade OSPI Literacy Expectation:**

**Third Grade OSPI Literacy Expectation**  
*(The following information is required if less than 60% of  
 Third Grade Students met or exceeded standards on SBA ELA)*

<i><b>Intensive Reading and Literacy Improvement Plan</b></i>	<i><b>Description of Intervention Practices</b></i>	<i><b>Progress Monitoring Schedule</b></i>
<b>Identify the intensive and targeted reading/literacy intervention practices, K-4, your school will implement. After your selection, write a brief description of your plan for implementation of that practice.</b>	<input type="checkbox"/> Utilize Instructional Coaching and the Literacy Intervention Specialist work with the EL Specialist  <input type="checkbox"/> Additional Learning Time within the School Day	Weekly with school based LIS and EL Specialist. Monthly with district level coaches  Daily Title Reading groups K-3 using 95% and Wired for Reading. Intervention blocks. What I Need model for 2 <sup>nd</sup> -3 <sup>rd</sup> grade

	<ul style="list-style-type: none"> <li><input type="checkbox"/> After School Programs</li>   <li><input type="checkbox"/> Family Involvement at School (and outside of school)</li>   <li><input type="checkbox"/> Targeted Professional Learning</li>   <li><input type="checkbox"/> Professional Learning Communities</li>   <li><input type="checkbox"/> Implementing best practices in literacy including access to new supplemental reading curriculum</li> </ul>	<p>After school reading intervention 1x/week for 8-10 weeks grades K, 2, 3</p> <p>Families invited to attend after school literacy intervention to support learning at home. Variety of evening events to support literacy</p> <p>Ongoing during staff meeting PLCs, Building time, Learning Labs, access to Instructional coaches</p> <p>2x Monthly during staff meeting or building time</p>
<p><b>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?</b></p>	<p>Protocol in 3<sup>rd</sup> round of MTI for transitioning students to next grade with a focus on students in the gap group</p> <p>Homeroom data analyzed</p> <p>Classroom placement cards discussed by a multidisciplinary team</p> <p>Problem Solving Team</p> <p>Grade band learning labs</p>	<p>Varied</p>

<p><b>Describe your Targeted Family Engagement Plan (specifically K-4) that ensures two way communication between home and school regarding individual student progress, the interventions and strategies being used and strategies for improving the student's reading skills at home.</b></p>	<p>Family University: Evening events to support home learning and provide leadership opportunities for families</p> <p>Family Advisory Leadership Team</p> <p>School-wide events:</p> <ul style="list-style-type: none"> <li>• Family Reading Night</li> <li>• Title/EL Reading Night</li> </ul> <p>Student lead conferences Grade 5-6</p> <p>Family Connections Meetings (K)</p> <p>Families invited to attend after school literacy intervention to support learning at home.</p>	<p>Varied</p>
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*The plan for intensive and targeted reading intervention practices include frequent assessment, screening, and progress monitoring through Acadience, PASI, and PSI. Students will receive support/interventions in a small group settings focused on phonemic awareness, phonics, vocabulary, background knowledge, and fluency. Classroom teachers will focus on comprehensible input, comprehension, and vocabulary strategies, and provide students opportunities for accountable discourse.*



## **Section VII: Grade Level/Specialist/Department Goals**

### **Grade Level/Department/Team: Kindergarten**

Goal: Between September and May/June, Hispanic Kindergarten students receiving EL services will advance on the TSG reading rubric Objective 16b (identifies letter-sound correspondences) taking into account the base-line developmental level of each individual child as defined by this rubric.

We will measure this formatively by: Observing students produce letter sounds through songs and poems, call and response, and when presented with letter cards/names.

We will measure this summatively by: Using classroom based Literacy assessments and progress monitoring regularly.

Action steps we will take to meet our goal: Flash cards; Benchmark Literacy curriculum; practicing writing using letter-sound correspondence; songs; poems; rhymes; teaching beginning, middle, end letter sounds; phonemic awareness; stop and sound drills; 95% lessons.

Family engagement strategies to move student learning forward: Books for book boxes, monthly family calendar activities, “word building” letter cards, sight word flash cards, reading logs.





**Grade Level/Department/Team: 1st Grade Team**

**Goal:** Between September and May, EL students performing below standard will show growth in phonemic awareness, phonics skills, and reading. Students should know and identify all letter symbols and sounds and progress by a minimum of four levels based on the Running Records assessment.

**We will measure this formatively by:** Letter/sound identification assessment, progress monitoring, anecdotal notes and observations in guided reading groups.

**We will measure this summatively by:** Running Records, DIBELS, 95% assessments, Fry Sight Words, PASI

**Action steps we will take to meet our goal:** 95% word work activities and phonemic awareness word lists, Words their Way/Wired for Reading, strategic guided reading groups and one-on-one instruction, differentiation and scaffolding lesson, visual supports, SIOP/GLAD strategies, collaborating with Title, EL, and Special Education teachers

**Family engagement strategies to move student learning forward:** Bilingual communication when possible, offering bilingual/Spanish books to read at home, interpreters available when possible, using Language Line when possible, letting families know they are welcome at school and in our classrooms.





**Grade Level/Department/Team: 2nd Grade**

Goal:

Increase students' language acquisition via the use of linguistic-based phonics programs.

We will measure this formatively by:

Work completion in our Walk to Model (WIN) via the Wired For Reading curriculum, 95 Percent Screening Assessment, LEXIA progress monitoring, weekly spelling pattern assessment in WIN.

We will measure this summatively by:

Running Records, DIBELS, 95 Percent Screener, FRY Sight Words

Action steps we will take to meet our goal: (Specific actions toward improving instructional practice)

We will use the data gathered from initial running records, DIBELS, the 95 Percent Screener, and FRY sight words to organize out leveled phonics groups in our fluid Walk to Model (WIN). From there, we will target specific phonics and reading strategies via differentiated lessons that meet students' individual learning needs. We will use their work completion, Lexia progress monitoring, and weekly spelling pattern assessments to track student progress.

For students receiving Title services, are on an IEP, or are EL- we will be collaborating and/or co-teaching with their resource teachers.

As a team, we will review data quarterly to monitor progress, guide curriculum choices and reconfigure grouping.

Family engagement strategies to move student learning forward:

We will be sending home sight words, Lexia individualized lessons, and having parents sign off on weekly reading logs.





**Grade Level/Department/Team: 3rd Grade**

Goal: Between October and May the EL students in our 3rd grade class who score a 2 or below on narrative pre-assessment will improve in their narrative writing ability.

We will measure this formatively by: Using the rubrics and the writing prompts for narrative writing as provided by the Units of Study.

We will measure this summatively by: Comparing pre- and post- examples of student writing.

Action steps we will take to meet our goal: (Specific actions toward improving instructional practice) Providing lessons in Units of Study, collaborating with team partners to score student work.

Family engagement strategies to move student learning forward: Invite families to share stories with their child to enhance their writing at school and make connections with their familial identity.





**Grade Level/Department/Team: 4th grade**

**Goal:**

Between January and May, students who are Hispanic and receiving EL services will show an increase in understanding in the 4th grade persuasive writing process. Students will show growth in their ability to write an opinion piece on a topic or text and will be able to support a point of view with reasons and information (CCSS ELA-Literacy W4.1).

**We will measure this formatively by:**

Daily student work in composition notebooks, rough drafts and other student work in the writing process, conversations with the teacher, and conversations with other students as their writing develops.

Using the Achievement Level Descriptors (ALDs) to monitor growth in language acquisition.

Student rubric self-assessment.

**We will measure this summatively by:**

- Pre and post on-demand writing and rubrics provided by the Lucy Calkins writing curriculum; Unit 2: Boxes and Bullets: Personal and Persuasive Essays.
- Using ELPA to show language acquisition growth.

**Action steps we will take to meet our goal:**

Use of GLAD and SIOP strategies, collaboration with EL specialists, and utilizing technology for translation for beginning levels of language acquisition.

**Family engagement strategies to move student learning forward:**

Homework that links with daily sessions.

Use of Remind app to share what we are doing in the writing process.





**Grade Level/Department/Team: 5th Grade**

**Goal:**

EL/Spanish speaking students will be able to explain their understanding of science content by using vocabulary and key concepts learned in class

**We will measure this formatively by:**

Whole class discussions, turn & talk/partner work, daily/lesson handouts and science notebook to record their thinking

**We will measure this summatively by:**

End of Chapter/Unit assessments

**Action steps we will take to meet our goal:**

Students will keep science notebook to record vocabulary terms learned and vocabulary words will be displayed throughout unit, key concepts will be visible during unit, revisit key concepts and vocabulary throughout unit, require students to use learned vocabulary to solidify language and meaning when speaking and writing

**Family engagement strategies to move student learning forward:**

Two-way communication opportunities to let families know of student progress and answer questions, share resources available to support student learning



## Grade Level/Department/Team: 6<sup>th</sup> Grade

Goal: For students to show significant progress toward grade level standards in reading including the areas of comprehension, vocabulary development, written responses, and phonics.

We will measure this formatively by: Lexia Learning progress monitoring, Reader's Notebook responses, independent student conferences, whole group/partner discussions, and informal running record assessments.

We will measure this summatively by: SBA- ELA, End of Unit Reading Assessments, ELPA21 Assessment, Independent Reading Level, and Lexia Learning Assessment.

Action steps we will take to meet our goal:

- Fully implement Lexia Learning (Core5, Power Up) by Oct. 1, 2019
- Daily utilization of Reader's Notebooks by Oct. 1, 2019
- Analysis of current student progress, focusing on students who are English Learners by Oct. 1, 2019, and ongoing
- Implement consistent Student Conferences during Readers Workshop by Nov. 1, 2019
- Formal progress monitoring at the Fall, Winter, and Spring MTI sessions.

Family engagement strategies to move student learning forward:

- Invite families to use Lexia Learning at home, in multiple languages
- Utilize REMIND app, which can be easily translated into multiple languages
- Implement student-led conferences starting in October, 2019 with a focus on increasing family engagement
- Encourage families to read at home with their student by providing conversation starters to talk about reading- in multiple languages.
- Staff involvement in Family Literacy Night and Family Math Night



**Grade Level/Department/Team:** EL Department

**Goal:** Hispanic students who receive EL pull out services will improve in their speaking skills showing progression on the ALDs (Achievement Level Descriptors).

**We will measure this formatively by:** Teacher observation of students' use of oral language specific to language targets in weekly lessons. Data will be collected by way of anecdotal notes and checklists of language targets.

**We will measure this summatively by:** Three times a year, I will formally assess for specific ALDs indicators to track student growth in the domain of speaking.

**Action steps we will take to meet our goal:**

- Ongoing communication with classroom teachers to gather and integrate classroom lesson goals to EL pull out sessions.
- Strategic weekly lesson planning of ALDs and classroom unit goals.
- Progress Monitoring PLC with other EL teachers in our district, planning to meet 3-4 times this year. First meeting is scheduled for October 18, 2019.

**Family engagement strategies to move student learning forward:**

- EL/Title Night to share strategies and games with families that support language at home.
  - 3x3 links with resources for both a family's native and English language development
  - EL Corner in the CL Wednesday Newsletter three times a year sharing EL information
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**Grade Level/Department/Team:** Primary and Intermediate Intensive Support

**Goal:** Student will use decoding and comprehension strategies to increase his accuracy and comprehension when reading connected text.

**We will measure this formatively by:** Observation during reading instruction including questioning and student feedback.

**We will measure this summatively by:** Teachers Writing College Running Records Assessment

**Action steps we will take to meet our goal:**

- Meet to create assessment kit
- Meet with general education teachers to insure understanding of how to use kits and make sure grading aligns with our present levels and goals for IEP's
- Possibly attend MTI meeting where running records are used to drive instruction to see how information is being used
- Use assessment for students who are reading connected text to develop present levels and goals and objectives in IEPs (align K-6).
- Explore various reading curriculum that target comprehension and decoding (ie Read Well, Wired for Reading, Phonics-Explode the Code and Early Reading Intervention, Primary Phonics for more functional reading skills, Sight Word instruction). And determine which curriculum would best meet specific, individual needs.
- During oral reading or read alouds and use story maps to better understand story structure through listening comprehension
- Create weekly reading log with comprehension strategies

**Family engagement strategies to move student learning forward:**

- Send home weekly reading log with comprehension strategies (ie if story is read to student have parent work with student to decide characters, setting plot, conclusion etc)

## **Grade Level/Department/Team: Title 1 Learning Support**

**Goal:** The Title 1 Intervention Team will help our Hispanic students receiving EL and Title 1 services in first grade to increase their foundational reading skills by working collaboratively as a team, to deliver or monitor individualized or small group reading lessons to meet each child at their instructional level for phonological awareness.

**We will measure this formatively by:** Teacher observation of students' application of literacy skills during reading and writing, PASI & PSI progress monitoring of specific skill areas in phonological awareness and phonics, anecdotal notes during small group instruction, Acadience progress monitoring for improved accuracy, and weekly progress and performance updates from a reading computer program Lexia Core 5.

**We will measure this summatively by:** Acadience Benchmark Assessment given 3 times a year, 95% Screener, and Running Records given 3 times a year.

**Action steps we will take to meet our goal:** We will use data to create flexible student groupings and share the results with classroom teachers. We will meet with grade level teams every 4-6 weeks to discuss students' progress. We will collaborate with the Learning Support (SPED) team members and EL Teacher to modify curriculum, gather resources and design lessons to meet the needs of Title 1 students.

### **Family engagement strategies to move student learning forward:**

\*Title 1 family information night

\*3x3 links on the Chase Lake webpage that have short videos of reading strategies (i.e. segmenting words) and online learning programs that students may use at home

\*Class Dojo to communicate student work and send messages to families

\*Sending phonic based games home with families at teacher parents conferences.

## **Grade Level/Department/Team: Learning Support (Sped)**

Christina Johnson & Kelsey Reyes

Goal: Between October and May, Learning Support students in grades 5-6 will improve their reading skills by using and applying newly acquired phonics skills to increase fluency and accuracy.

We will measure this formatively by: We will measure this goal formatively by establishing a baseline with an initial PSI (Phonics Skills Inventory), collected during the month of September. We will individualize student phonics lessons based on the appropriate developmental phonics stage for each student. For progress monitoring we will use the Acadience Oral Reading Fluency assessments.

We will measure this summatively by: We will measure this goal summatively by using regular assessments embedded in our phonics curriculum after each skill set. We will also re-administer the PSI in January and in May.

### **Action steps we will take to meet our goal:**

1. Participate in district trainings for 95% Group.
2. Watch 95% group videos to increase our knowledge of this curriculum.
3. Collaborate with fellow learning support teachers to analyze student data and progress.
4. Collaborate with learning support teaching partner to modify interventions as needed, to best meet student learning needs.

### **Family engagement strategies to move student learning forward:**

1. Send targeted text home with students so they can demonstrate and practice their new phonics skills.
2. Parents will receive progress updates three-four times throughout the school year.
3. Provide parents with strategies to support their student at home.

## **Grade Level/Department/Team: Library**

Goal: Build the foundation of learning partnerships by building meaningful, positive relationships with students K-6 because “in culturally responsive teaching, relationships are as important as the curriculum” (pg.72 in Culturally Responsive Teaching and the Brain).

### **We will measure this formatively by:**

- Observation of the number of students that use the library outside of class time.
- Observe how students react when they see me in the building (are they neutral, react negatively, or react positively?)
- Observation of the variety of interactions with students--are they just with a handful of the same students?
- Collect monthly data around # of students and families coming into the library outside of class time, hopefully seeing an increase.

### **We will measure this summatively by:**

- Google Form around relationship with librarian (example items: My teacher-librarian is someone I trust. My teacher-librarian has shown she cares about me.)
- Compare beginning-of-year data to almost-end-of-year data around library usage by patrons.

### **Action steps we will take to meet our goal:**

- Learn the names of all students in the school and greeting them by name whenever possible.
- Provide affirmation and validation through one-on-one interactions, read-alouds and discussions, and representation within the library materials and resources.
- Build trust and rapport during the instructional block through positive and authentically caring one-on-one interactions, and through positive and authentically caring interactions outside of the library.
- Travel the hallways and visit during lunch to positively interact with students outside of the instructional block.
- Provide frequent times for students to come into the library outside of their instructional block to create further opportunities for working on the “alliance phase” where we can come together and work on learning challenges, therefore further building trust.
- Attend school events outside of contract hours frequently.
- Use trust generators in action (selective vulnerability, familiarity, similarity of interests, concern, and competence) (pg.79)



### **Family engagement strategies to move student learning forward:**

- Encourage students to come into the library with families before or after school (build relationships with families).
- Work with Gloria to increase awareness of library resources for families (she brings families in and introduces me; they let me know whether they want Spanish books to read together at home).
- Connect with families outside of the library at school events.
- Help staff connect to Remind so that they can increase family engagement.
- Share what is going on in the library and the school with the community through bulletin boards outside of the library.
- Increase volunteerism in the library, and make sure volunteers also reflect our student population.





**Grade Level/Department/Team: Chase Lake Music/PE 2019-2020**

Goal: Students will learn vocabulary terms and techniques for components of various dances

We will measure this formatively by: Participation and observation of performance sections of specific dances

We will measure this summatively by: Demonstrating combining the parts of dances into whole dances at end of Dance/Movement unit.

Action steps we will take to meet our goal: Teach terminology and skills in isolation prior to combining, peer tutoring, using leader groups to demonstrate and possibly videotaping

Family engagement strategies to move student learning forward: Involving 3<sup>rd</sup> Grade families as well as staff at the 3<sup>rd</sup> Grade Singalong and Dance in April

