



Edmonds
SCHOOL DISTRICT

School Improvement Plan

School Name: Chase Lake Community School-Year: 2020-2021

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)	432	NA	Two or More Races	59	13.66%
American Indian/Alaskan Native	1	0.23%	English Language Learners	115	26.62%
Asian	24	5.56%	Homeless/McKinney-Vento	22	5.09%
Black/African American	42	9.72%	Low Income	251	58.1%
Hispanic/Latino	117	27.08%	Section 504	33	7.64%
Native Hawaiian/Other Pacific Islander	20	4.63%	Students with Disabilities	113	26.16%
White	169	39.12%	Student Mobility	6	1.39%

Student, Family and Community Involvement in Plan:

A Chase Lake priority is to have family voice, leadership, partnership, and participation in variety ways within our learning community. SIP focus areas are shared, discussed, and planned for at a multiple school events, teams, and committees with family participation.

- A draft of the School Improvement Plan will be shared, analyzed, and discussed with our Family Advisory Team and our PTSA Team
- Families will be invited to a video conference question and answer session with Building leadership. Multiple sessions schedule for a variety of home languages

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

Describe the progress your school made toward the improvement goals in the 2019-20 SIP

Goal	Narrative Reflection:
Whole School Achievement Goal <i>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.</i>	Data for SBA Spring 2020 was not available due to the Covid 19 school closure. Data reviewed to assess progress towards goal included Independent Reading Levels (IRL) and Acadience. Data reveals most students show growth across multiple assessments, however a high percentage of students are still achieving below benchmark or standard. Possible factors for not achieving our goal include significant barriers/impact from the school closure directly affecting instruction, access, and student learning.
Opportunity Gap Goal <i>Compared to 14% of students in 3rd-6th grade with EL status who are LatinX, 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.</i>	Data for SBA Spring 2020 was not available due to the Covid 19 school closure. Data reviewed to assess progress towards goal includes the Reading domain for the English Language Proficiency Assessment 21 (ELPA), and Acadience. Data reveals most students show growth across multiple assessments, however a high percentage of students are achieving below benchmark/standard. Possible factors for not achieving our goal include significant barriers/impact from the school closure directly affecting instruction, access, and student learning.



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 who are LatinX and receiving English Language (EL) services. This will be accomplished by completing cycles of inquire through collaborative structures and professional development focused on language acquisition, literacy, instructional practice, and student growth.

What impact did the school closure have on your school's improvement work? With regards to your action plan, what steps were you able to complete or maintain; what steps were you unable to complete?

The collective ongoing trauma experienced by our entire school community manifested significant interruptions to teaching and learning during the school closure. The pandemic amplified inequities across our school system disproportionately affected our most vulnerable families. Our focus on the social-emotional health of our school community took precedence.

Prior to and after the school closure considerable time in our professional learning focused on exploring institutions of racism, implicit bias, and privilege. Our entire staff completed an equity perception survey and began to unpack the components of the Continuum of becoming an Anti-Racist Multicultural Institution Rubric.

During Professional Development days and staff meetings prior to the closure time was dedicated to building background knowledge and increasing our understanding of language acquisition. Grade level Learning Labs facilitated by our instructional coaches focused on interactive read aloud and the English Learner Achievement Level Descriptors (ALDs). These half-day cycles of inquiry proved to be valuable learning time connected to our School Improvement work.

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

At Chase Lake, we stand on the foundation of community, compassion, and care. Throughout the school closure and remote learning in 2019-20, our staff showed an incredible display of resilience, collaboration, and humanity. Our school became the focal point for the Chase Lake community, creating a climate of inclusion and belonging for all.



Our staff strengthened partnerships with families, increased collaboration, and became incredibly flexible/knowledgeable with new technology applications. Our achievements during the school closure and remote learning defined our commitments to each other, to our students, and to our families.

Our literacy data reflects a high percentage of students who showed growth in a variety of reading assessments.

Areas of Needed Growth

A school-wide investigation of longitudinal data demonstrates a high percentage of our students, who are LatinX, 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 English Learning.

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 to our School Improvement Plan. Additionally, Language Objectives are not clearly defined or consistently used in classrooms during lesson delivery. Analysis of current data shows students are struggling in reading, specifically in the area of phonological awareness.

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?

Two years ago, we began the work to analyze and determine the root causes for why our students who are LatinX and receiving English Learner services are performing below other students. Following a thorough investigation of multiple data sources, we completed an individual Root Cause Analysis Tool. The causes, identified as High Control and High Significance included:

- 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 LatinX and receiving EL services
- Align 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 literacy 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

<input type="checkbox"/> Area of Strength (95% or more participation)	X Area of Opportunity (less than 95% participation)				
	Data from the 2018-19 School year				
	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
<p>If your participation rate is an area of opportunity, please describe your plan for increasing student participation during the school year:</p> <p>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.</p>					

D. Third Grade OSPI Literacy Expectation:

<p>What Percentage of Third Graders Met or Exceeded standard on the SBA ELA?</p> <p><i>Because of the Covid-19 school closure in March there is no SBA data for the 2019-2020 school year</i></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 ☒ next to your selection.)</p> <p>Plan is required: YES x NO ☐</p> <p><i>We will continue to execute our whole-school intensive literacy plan written for 2019-20 school year</i></p>
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Our percent of 3rd graders meeting standard during 2018-19 test window is 41%

If a plan is required for your building, add in your Third Grade SBA Claim Report Data (percentages met) below from the 2018-19 SBA:

- **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 and enhance our instructional strategies in literacy, we will then meet the needs of all students.

Rationale:

With an intentional focus on increasing the knowledge and expertise of all stakeholders of our school community 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 LatinX and receiving EL services.

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

Whole School Achievement Goal

All students will demonstrate growth in foundational reading skills by increasing one performance level, from Fall 2020 to Spring 2021, as measured by iReady Reading and/or Running Records diagnostic assessments given three times throughout the academic year (Fall 2020, Winter 2021, and Spring 2021).

Opportunity Gap Goal

Students who are LatinX, receiving English Language instruction, and performing below grade level standard will demonstrate growth in foundational reading skills by increasing two performance levels from Fall 2020 to Spring 2021, as measured by iReady Reading



and/or Running Records diagnostic assessments given three times throughout the academic year (Fall 2020, Winter 2021, and Spring 2021).

Whole School Equity Goal

Using the Continuum on Becoming an Anti-Racist Multicultural Organization rubric our staff will attain the attributes of Level 4 Identity Change as an affirming institution by Spring 2021, measured by a staff perception survey given twice a year in Winter 2020 and Spring 2021.

Connections to Blueprint 2025 Metrics: increased achievement in English Language Arts

Social Emotional Learning Focus

With consideration for instructional model (Remote, Hybrid, or In-person), the following supports will be adapted to meet the needs our students:

- All classrooms will use the Responsive Classroom morning meeting structures to build community, connection, belonging, and significance
- Monthly in-class instruction and SEL lessons from counseling team
- Social groups facilitated by counseling team and Student Intervention Coordinator to support SEL concepts and learning
- K-2 classrooms are using the Second Step SEL curriculum
- Restorative and trauma informed practices to promote healing
- Wellness screener data collected 3x a year
 - Increasing to 65% student participation in Winter and 80% student participation in Spring

Section VI: Action Plan for 2020-21

Key Improvement Action	Description/Assessment Measures	Specific Timeline
Supporting English Learners	Professional development focused on <ul style="list-style-type: none"> • Language Acquisition • Language Objectives • SLOP • GLAD 	Ongoing through 2020-22 school year
Literacy	Professional development focused on implementing best practices in reading instruction including: <ul style="list-style-type: none"> • Phonological awareness K-6 • Solidifying foundational reading skills • Regular phonics instruction Structures to support collaborative learning: Learning Lab ½ day sub release time for grade level teams	Ongoing through 2020-22 school year 2x/year Winter 2021 Spring 2021
Alignment of school wide assessment and intervention practices for Reading	Assessments <ul style="list-style-type: none"> • iReady Reading • Acadience • Running Records Interventions <ul style="list-style-type: none"> • MTI • WIN (What I Need) 	Ongoing through 2020-21 school year Winter/Spring
Equity Focus	Ongoing professional learning exploring institutions of racism, implicit bias, and privilege Data collection tools: Continuum of becoming an Anti-Racist	Ongoing through 2020-21 school year 2X/school year: December 2020



	Multicultural Institution Rubric	June 2021
	Staff Perception Survey: Equity	2X/school year: December 2020 June 2021

Plan for Years 2 & 3

2021-2022:

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

2022-2023:

- Align 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>Intensive Reading and Literacy Improvement Plan</i>	<i>Description of Intervention Practices</i>	<i>Progress Monitoring Schedule</i>
<p>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.</p>	<ul style="list-style-type: none"> <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 <input type="checkbox"/> Family Involvement on Zoom <input type="checkbox"/> Targeted Professional Learning <input type="checkbox"/> Implementing best practices in literacy interventions 	<p>Weekly with school based LIS and EL Specialist. Monthly with district level coaches</p> <p>Daily Title Reading groups K-3 using 95% and Wired for Reading. Intervention blocks. What I Need model when we return for in person instruction</p> <p>Families invited to attend evening events to support literacy</p> <p>Ongoing during staff meeting, Building time, Learning Labs, access to Instructional coaches</p> <p>On-going professional learning</p>

<p>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?</p>	<p>Protocol in 3rd round of MTI for transitioning students to next grade with a focus on students in the gap group Homeroom data analyzed Classroom placement cards discussed by a multidisciplinary team Problem Solving Team Grade band learning labs</p>	<p>Varied</p>
<p>Describe your <i>Targeted Family Engagement Plan</i> (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.</p>	<p>Family Support Events: Evening events to support home learning and provide leadership opportunities for families</p> <ul style="list-style-type: none"> • Family Advisory Team <p>School-wide events:</p> <ul style="list-style-type: none"> • Title/EL Reading Night <p>Student lead conferences Grades 5-6 Family Connections Meetings (K-6) Families invited to attend after school literacy intervention to support learning at home.</p>	<p>Varied</p>

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, ELL Kindergarten students receiving EL services will advance on the Teacher Strategies Gold (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 (in person, Seesaw, parent report, Zoom).

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

Action steps we will take to meet our goal: (Specific actions toward improving instructional practice) 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; wired for reading; seesaw activities.

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, parent conferences/check-in’s, zoom instruction, tech support, home materials and online resources.



Grade Level/Department/Team: 1st Grade

Goal: Our students receiving EL services will improve with their blending skills for CVC, CCVC, and CVCC words.

We will measure this formatively by: Small group phonics work, guided reading groups, Seesaw activities

We will measure this summatively by: Acadience assessment (Title) and iReady diagnostic

Action steps we will take to meet our goal: (Specific actions toward improving instructional practice) We will collaborate as a first grade team and with Ony to share effective teaching strategies, utilize 95% phonics lesson library, data from iReady to provide targeted instruction.

Family engagement strategies to move student learning forward: We will share strategies parents can use at home to support their child's blending skills and overall reading development. Parents will know what phonics skills we're focusing on by Seesaw activities and/or class newsletters. We will also encourage families to participate in the Title Reading Night (December 10th).



Grade Level/Department/Team: 2nd Grade

Goal: Increase students' language acquisition via the use of linguistic-based reading programs from October until June 2021.

We will measure this formatively by: iReady Reading Diagnostic, Running Records, Reader's Workshop Conferencing, and Seesaw responses

We will measure this summatively by: iReady Reading Diagnostic and Running Records

Action steps we will take to meet our goal: (Specific actions toward improving instructional practice) We are doing daily Phonics Seesaw lessons using a combination of Heggerty and Wired for Reading curriculums. We are doing 40-60 minutes of iReady Reading weekly within our classroom and asynchronous time. We are also practicing Fry Sight Words daily, with new sight words given at the beginning of the week. Students will also engage in a Reading Workshop four days a week using the Digital Library and Just Right Books based on their Running Records. We will individually confer with students as time and technology allows. For students receiving Title services, EL services, or IEP services, we will be collaborating and/or co-teaching with their resource teachers. As a team, we will review data quarterly to monitor progress.

Family engagement strategies to move student learning forward:

We have been working alongside parents through Family Connection Meetings and Parent Teacher Conferences to discuss the importance of using iReady and practicing Fry Sight Words at home. Teachers continue to educate parents on how to use Clever to access books and the Reading Workshop Videos. There is a monthly team newsletter sent out with important information on dates and what is going on within the classroom. Teachers individually send weekly emails to parents. Teachers work to reduce barriers to parent engagement through translating communication, personally checking in with parents who are not engaging as frequently, and problem-solving access issues by making content available through other means. Parents can reach teachers via Seesaw, email, phone call, or remind.



Grade Level/Department/Team: Third Grade

Goal: By the end of the year, all students will increase their ability to read and comprehend literature, as well as increase their text complexity band, independently and proficiently.

We will measure this formatively by: By comparing running records taken during the Fall, Winter and Spring using the Teachers College reading Assessment.

We will measure this summatively by: Individual and small group classroom observations

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

- 1) Increase phonic awareness lessons in the classroom
- 2) Model reading fluency through read alouds
- 3) Collaborate with 3rd grade colleagues, media specialist, as well as the Title 1 teams to determine best practice
- 4) Use Units of study for Teaching Reading

Family engagement strategies to move student learning forward:

Encourage Families to read with and read to their child. Share best practices with families that foster literacy in the home. Provide opportunities for families to access quality literature.

Grade Level/Department/Team: 4th grade

Key areas: Language acquisition, Equity/Culturally Responsive teaching, Students who have Spanish as their primary language and are receiving EL services, Literacy

Goal:

Between October and May, students who have Spanish as their primary language and receiving EL services will show an increase in their accuracy in reading.

Students will show growth in their ability to read a passage, at their level, and will receive an accuracy rate of at least 96% (CCSS Reading RF4.3 and RF4.4).

We will measure this formatively by:

- Using Lucy Caulkins Unit of Study in reading
- Small group work
- Literacy Specialist and EL Specialist support

We will measure this summatively by:

- Fall, Winter, and Spring Teachers College Running Records
- iReady Pre and Post Diagnostic
- Reading one-on-one in at level books

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

Use of GLAD and SIOP strategies, collaboration with EL Specialists and Literacy Specialist, and utilizing technology for translation for beginning levels of language acquisition (immersive reader, google translate, smore,).

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 reading process and utilizing technology to help with translation for families that do not speak English by using resources such as Remind, immersive reader, google translate, Smore newsletters, language line, and translators.



Grade Level/Department/Team: 5th Grade

Goal: Improving in all areas of Reading toward grade level standards such as comprehension, vocabulary, phonics, and written responses with a focus on students who are Spanish speaking and receiving EL services.

We will measure this formatively by: i-Ready reading progress, reading responses from read aloud, and running records

We will measure this summatively by: Recording i-Ready progress, improved reading levels throughout the year in running records, and reading responses

Action steps we will take to meet our goal: Collaborating with team for consistent processes, frequent check-ins with student understanding in reading, shared writing about reading, running records assessments

Family engagement strategies to move student learning forward: 2 - way communication with families regarding student progress, goal setting with student and families around reading goals, and resources to access reading materials and how to use it

Grade Level/Department/Team: 6th Grade

Goal: Students whose primary language is Spanish and are receiving EL services will 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: Web-based learning progress monitoring, Reader's Notebook responses, independent student conferences, whole/small group and canvas discussions, and informal running record assessments.

We will measure this summatively by: iReady Assessment, End of Unit Reading Assessments, ELPA21 Assessment, and Independent Reading Level.

Action steps we will take to meet our goal:

- Complete Running Records for all students by October 15, 2020
- Fully implement Web-based learning programs by Nov. 1, 2020
- Daily utilization of Reader's Notebooks by Nov. 1, 2020
- Analysis of current student progress, focusing on students who are English Learners by Oct. 1, 2020, and ongoing

Family engagement strategies to move student learning forward:

- Invite families to use Web-based learning at home, in multiple languages
- Utilize REMIND app, which can be easily translated into multiple languages
- Implement student-led conferences starting in November, 2020 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.



Grade Level/Department/Team: EL Department

Goal: Students whose primary language is Spanish and are receiving EL pull out services will improve in their vocabulary knowledge showing an increase of words learned and understood.

We will measure this formatively by: Teacher observation of students' use of vocabulary and ability to apply vocabulary knowledge in different context. I take anecdotal notes and adjust lessons for reteach or new teach.

We will measure this summatively by: Teacher created pre and post vocabulary quizzes and Raz Plus and Scholastic end of book/article comprehension quiz will document student progress. Imagine Learning data will provide a running progression of new words learned via the program.

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

- Ongoing communication with classroom teachers to stay aligned with grade level content (scope and sequence) for integration of same vocabulary in EL small groups.
- Strategic planning of vocabulary development activities to support long-term memory of vocabulary.
- PLC with other EL teachers to discuss, implement and monitor use of best practices for vocabulary development.

Family engagement strategies to move student learning forward:

- EL/Title Night to share strategies and games with families for vocabulary development at home.
- Invite families to view and comment to Seesaw activities that will focus on their child engaging with vocabulary taught in small group.
- Invite families to view and engage in a family assignment where students teach or use vocabulary learned in small group.

Grade Level/Department/Team: Title 1 Learning Support

Goal: The Title 1 Intervention Team will help our students whose primary language is Spanish and are receiving EL and Title 1 services in 1st and 2nd 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 and phonics instruction.

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 classroom teachers, Seesaw activities and iReady data.

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: (Specific actions toward improving instructional practice) 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, Equity Team and Family Support Team members and EL Teacher to support students access to online learning, modify curriculum, gather resources and design lessons to meet the needs of Title 1 students.

Family engagement strategies to move student learning forward:

- *Title emails to families via Remind
- *Title 1 family information night/Family reading event at CL
- *SeeSaw and Canvas activities for all Title/LAP students
- *Title 1 Newsletter



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

Goal: Between October and May, Learning Support students in grades 3-6 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 October. We will individualize student phonics lessons based on the appropriate developmental phonics stage for each student. For progress monitoring we will use 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: (Specific actions toward improving instructional practice)

1. Participate in district trainings to adapt 95% Group curriculum for online learning.
2. Collaborate with fellow learning support teachers to analyze student data and progress.
3. 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 two-three times throughout the school year.
3. Provide parents with strategies to support their student at home.



Grade Level/Department/Team: Primary and Intermediate Intensive Support

Goal: Student will use decoding and comprehension strategies to increase their 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 and or Benchmark Reading (modified to be used for testing during virtual learning)

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

- 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
- Explore different curriculum and strategies that can be used virtually if distance learning continues through the year.

Family engagement strategies to move student learning forward:

- During distance learning, model reading comprehension strategies with parents during instruction
- Review summative data during IEP meetings and through progress reports



Grade Level/Department/Team: Music

Goal: Students in First Grade will grow in their ability to clap and say various rhythms using ta and ti – ti, with the help and support from families.

We will measure this formatively by: Videos of students clapping and saying given rhythms.

We will measure this summatively by: Observation of student engagement and success during zoom meetings and/or asynchronous assignments.

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

- We will make it a practice to clearly communicate with families and teachers to eliminate miscommunications, provide feedback to families about student activities and assignments, and collaborate weekly on things that are going well and where we need improvement.
- As a team, we will collaborate and share resources, assessment ideas and strategies that promote the skill of clapping and saying rhythms using ta and ti-ti.

Family engagement strategies to move student learning forward:

- Create assignments that encourage family members to participate
- Stay in touch with families about student learning, expectations and achievements



Grade Level/Department/Team: Physical Education

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 individual dances at the end.

We will measure this summatively by:

Demonstrating and combining the parts of dances into whole dances via integration of small P.E. and music classes.

Action steps we will take to meet our goal:

Teach terminology and skills in isolation prior to integration and using leader groups to demonstrate.