



Edmonds
SCHOOL DISTRICT

School Improvement Plan

School Name: Hilltop Elementary

Year: 2020-21

Section I: School Mission, Vision, and Demographics:



School Mission:

Our mission is to create a stimulating, safe school where everyone is encouraged to reach their maximum potential in an environment of respect, caring and trust.

School Demographics:

Group	Number of Students	% of Students	Group	Number of Students	% of Students
Enrollment (October)	555	NA	Two or More Races	62	11.17%
American Indian/Alaskan Native	1	0.18%	English Language Learners	51	9.19%
Asian	92	16.58%	Homeless/McKinney-Vento	10	1.8%
Black/African American	22	3.96%	Low Income	107	19.28%

Hispanic/Latino	60	10.81%	Section 504	13	2.34%
Native Hawaiian/Other Pacific Islander	4	0.72%	Students with Disabilities	66	11.89%
White	314	56.58%	Student Mobility	11	1.98%

Student, Family and Community Involvement Plan:

Hilltop Elementary has a history of partnering with our community. Together, with our PTSA, we empower families to enrich the school experience for all students. Our PTSA sponsors both school day and evening activities that bring our community together. We also benefit from a longstanding relationship with the nonprofit organization Foundry 10, which provides no-cost intervention and enrichment programs for our students. Foundry 10 provides research on the effectiveness of these programs, so we can optimize the impact on our students. Washington Association for Better Schools (WABS), our Art Docent Volunteers and our STEAM parent committee are committed to preparing students for futures in Science, Technology, Engineering, Arts and Math.

Student, family, and community voice helped us develop our SIP plan. Conversations with student council members, PTSA members and Equity Team members reinforced the need to have all students and families feel a sense of connection to the school community, to peers, and to our school staff. Furthermore, family and student surveys have reinforced that this is an area of need as a result of the building closure since the spring of 2020. This area of need developed into a year-long theme of *Building Connections*. The theme has resonated fully for the 2020-21 school year due to the COVID19 pandemic and the unique needs to feel connected and be connected during remote and hybrid learning models.

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 (restate the goals, whole school and opportunity gap group goals)	Narrative Reflection:
<p>Whole School Achievement Goal: <i>As a result of the actions included in the TOA, between September 2019 and June 2022, the percentage of students at standard in ELA will grow from 76.4% to 81% as measured by the Smarter Balanced state assessment.</i></p> <p><i>From September 2019-June 2020 scores will increase to 78%.</i></p> <p><i>From September 2020-June 2021 scores will increase to 79.5%.</i></p> <p><i>From September 2021-June 2022 scores will increase to 81%.</i></p>	<p>We did not make our goal, but we did move forward toward our three year goal of 81% of students scoring at or above standard on the ELA Smarter Balanced state assessment (SBA) by June 2022. Although the SBA was not administered last year due to the COVID pandemic, we gathered progress monitoring data. In the fall of 2019, 67% of our 3rd-6th grade students were reading at standard based on Teachers College Running Records. In the winter of 2020, that percentage grew to 72%. By the fall of 2020, there was a slight decline to 70%. From fall to fall, we increased the number of students at standard by 3% even with students in Continuous Learning for four months. This evidence does not correlate exactly to all sections of the ELA SBA, however, it does support that we are increasing the number of students at or above standard in reading.</p>
<p>Opportunity Gap Goal: As a result of the actions included in the TOA, between September 2019 and June 2022, the percentage of EL students at standard in reading will increase from 64% to 74% based on the Smarter Balanced ELA state assessment.</p> <p>From September 2019-June 2020 scores will increase to 68%.</p> <p>From September 2020-June 2021 scores will increase to 71%.</p>	<p>We moved toward our multi-year goal of 74% of students who had ever been served by EL scoring at or above standard on the ELA Smarter Balanced state assessment (SBA) by June 2022. Although the SBA was not administered last year, we gathered progress monitoring data on this group of 3rd -6th Grade students. Our evidence shows that the percent of 3rd-6th grade ELL students at standard did not increase. Through our school-wide professional development, we have been reminded that quality instruction for our EL students also benefits many of our struggling readers. We are going to adapt our gap-closing goal to focus on making more than a year's worth of growth when we return to an in-</p>

From September 2021-June 2022 scores will increase to 74%.

person learning model. We believe focusing on more than a year's worth of growth will have a greater impact on closing the achievement gap for those EL students and other students who are not yet at standard in reading.

How has the progress described above informed your school's improvement planning for this school year?

Overall, the percentage of students at standard in reading continues to increase in an upward trend; however, the gap between the general population and categorical groups is not closing. This gap was exacerbated by the building closure during the COVID19 pandemic. It became apparent that students farthest from educational justice spent less time engaged in learning than their peers. Our staff quickly adapted a variety of engagement strategies and applied them on a case-by-case basis.

Throughout the 2019-20 school year, our school staff collaborated to clarify our Tier I core instructional program. Teachers worked to refine instructional strategies for literacy instruction for both English Learners and other groups. We learned from Beck's research on Tier II vocabulary instruction, sheltered vocabulary instruction, and further developed strategies for writing instruction. Some teachers piloted the Units of Study in Reading and eleven teachers participated in a four day institute for the teaching of reading from Columbia University's Teachers College Reading and Writing Project. Across the year, teachers collaborated to grow their awareness of issues of equity. This has resulted in asking who benefits from our current programming and who is being underserved? While professional development continued throughout the year related to our theory of action, COVID19 limited full implementation of the strategies we refined.

The evidence we collected shows that we need to work towards closing the achievement gap, we need to both strengthen our core instruction and intervention practices. We also need to increase the level of connection that students feel to each other and to our staff. Connection increases engagement and attendance, which will positively impact student outcomes.

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. We continue to increase the number of students at or above standard in literacy on state and district assessments. Over the past five years, our SBA ELA data has improved by twelve percentage points, moving us from 64.3% to 76.4% reaching standard. Our student growth percentiles show progress for all categorical groups resulting in a Growth Achievement Award from OSPI.
2. Our community is becoming more diverse and our staff is utilizing culturally responsive practices to support student achievement for all students. Our equity team is a growing group of parents and students helping to promote equitable practices. As our student population has become more diverse, our ELA and Math data continues to trend upward.
3. Hilltop is in the process of applying a multi-tiered approach for supporting students' social-emotional learning (SEL) needs. We have identified core practices for all students and targeted intervention for students showing areas of need. Our initial Student Wellness survey shows that our 92% of our students feel safe at Hilltop.

Areas of Needed Growth

1. While there is an upward trend in proficiency for our whole student population and for growth in our categorical groups, the gap is widening for the ELA and math achievement of our students served by our Special Education and English Learner programs. Our Latinx students are most impacted by this gap with 65% of students meeting ELA standards and 45% of students meeting math standards.
2. Math and Science continue to see achievement rates that are lower than ELA. As we look to our next three-year cycle, we plan to deepen our focus on these areas. However, it is important to note that there is a positive correlation between our ELA scores and our math scores. Over the past five years, the percentage of students meeting or exceeding standards raised from 63.3% to 70.5%.
3. Our Student Wellness survey determined that strengthening "relationships" was an area of potential growth. While this is typically an area of pride for our school, we understand that the COVID19 pandemic has made it challenging for students, staff, and community to feel connected to each other. We hope to raise the percentage of students who feel connected from 56%.

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?

Our analysis indicates a need to continue to grow in supporting our students not yet at standard in literacy. This includes our students in categorical groups and our Latinx students. Hilltop teaching staff have utilized a variety of instructional methods for classroom and intervention work. We are working to create alignment and consistency with our literacy instruction across all grades as we implement newly adopted reading materials and develop a multi-tiered system of support (MTSS). We aim to be responsive to student needs and provide consistent programming. As students who are served at our Tier II and Tier III levels are Tier I students as well.

In order to better meet the needs of students not at standard in literacy, we know we need to develop strong relationships with our students and within our student population. Applying a MTSS model to the SEL needs of our students is also critical to academic progress. Developing a greater awareness of how we can be culturally competent and build stronger bridges between and amongst our community is also needed. We are eager to continue to develop diversity in the learning materials that are available to students. We want every student and family member to feel connected and feel like they belong at Hilltop.

Although we have seen continued improvement in our reading proficiency levels, we want to continue with reading as our goal. As we implement a newly adopted reading program and strengthen our practices, it is essential that teachers have implementation time to secure pedagogical shifts across the school. In a couple years, our educational staff will be primed to focus on math utilizing some of the same MTSS structures that are being put in place for this SIP cycle.

C. Additional Data Required

State Participation Rate:

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

D. Third Grade OSPI Literacy Expectation:

What Percentage of Third Graders Met or Exceeded standard on the SBA ELA in 18-19? 77%	If less than 60% of Third Grade students met or exceeded, a whole school intensive reading/literacy plan is required. Plan is required: YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>				
If a plan is required for your building, add in your Third Grade SBA Claim Report Data (percentages met in 18-19) below: <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">Reading:</td> <td style="width: 50%; border: none;">Writing:</td> </tr> <tr> <td style="border: none;">Listening:</td> <td style="border: none;">Research/Inquiry:</td> </tr> </table>		Reading:	Writing:	Listening:	Research/Inquiry:
Reading:	Writing:				
Listening:	Research/Inquiry:				

Section IV: Theory of Action

Theory of Action:

If we provide rich professional development in reading instruction and equitable practices,
If we create consistency between all tiers of instructions and program,
If we share progress monitoring data between classroom teachers and interventionists,
If we focus our small group instruction to meet the current needs of students.
If we provide just right texts to increase reading volume of books that match student interests,
 and
If we provide guidance to caregivers and develop collaborative relationships with our
 community,
Then, we will increase the reading progress of our students.

Section V: Student Outcome Goals (Schoolwide and Opportunity Gap)

- A. Whole School Achievement Goal(s):** As a result of the actions included in the TOA, between September 2019 and June 2022, the percentage of students at standard in ELA will grow from 76.4% to 78% as measured by Running Records, iReady Reading and Smarter Balanced state assessment.
- *From September 2020-June 2021 at standard scores, based on Running Records and iReady will increase from 70% to 74%.*
 - *From September 2021-June 2022 scores will increase to 78% on SBA.*
- B. Opportunity Gap Goal(s):** As a result of the actions included in the TOA, between September 2020 and June 2022, 3rd-6th grade students not at standard will make

the following amount of growth to narrow the achievement gap for categorical groups based on Running Records, iReady Reading Assessment and SBA.

- *From September 2020-June 2021 students not yet at standard will make at least 75%* of a typical year's worth of growth. *Due to remote instruction.*
- *From September 2021-June 2022 students not yet a standard will make more than a typical year's worth of growth.*

C. Connections to Blueprint 2025 Metrics: As a result of the actions included in the TOA, between September 2020 and June 2021, student attendance will improve across the remote learning school day. While our fall attendance average is 91%, that does not represent students who miss small group instruction times or other parts of the school day. Through improved communication and building connections, we aim to increase student attendance to ensure more of an impact on our academic goals.

D. Social Emotional Learning Focus: As a result of the actions included in the TOA, from September 2020-June 2022 school year, students will increase their sense of feeling connected as measured by supportive relationships with staff and peers in student wellness inventory, this will result in increased academic progress across the year.

- From September 2020-June 2021, the number of students reporting supportive relationships on the Student Wellness Inventory will increase from 56% to 75%.
- By June 2022, after a year of in-person learning, we will increase the number of students reporting supportive relationships on the Student Wellness Survey to at least 90%.

E. Section VI: Action Plan

Plan for 2020-21:

Key Improvement Action	Description	Timeline
<p>Develop cycles for small group planning for each reading unit.</p>	<p>Our professional learning will focus on developing our collective understanding and alignment of core instructional practices in reading and application to classroom and small group instruction.</p>	<p>Ongoing through 2020-21 school year</p>

<p>Create consistency between tiers of instruction in an MTSS model. Out of action research, we will create a list of intervention resources and methods.</p>	<p>Provide shared professional development for interventionists, paraprofessionals and classroom teachers with time to align practices across programs. Conduct action research on the effectiveness of programs used for intervention and phonics to better match interventions to student-specific needs.</p>	<p>Ongoing through 2020-21 school year</p>
<p>Share progress monitoring data between classroom teachers and interventionists.</p>	<p>Facilitate conversations between general education teachers and interventionists about student needs based on sharing of progress monitoring data.</p>	<p>Quarterly</p>
<p>Implement key grade-level strategies for small groups.</p>	<p>Provide professional development on small group instructional strategies that capitalize on progress monitoring data and target student needs in their zone of proximal development. Classroom teachers and interventionists are supported by the our Student Support Team in maintaining attendance rates for students in attending Zoom small groups.</p>	<p>From October-June</p>
<p>Acquire more “just right,” texts to increase reading volume and practice of reading skills and strategies.</p>	<p>Develop a collection of leveled, just right texts to support students reading engaging texts that are of high interest, have diverse characters, and complement the instructional units for reading at different grade levels. Utilize input from Equity Team and students, gather donations and seek out grants for funding.</p>	<p>September-March</p>

<p>Offer guidance to caregivers for coaching reading instruction.</p>	<p>Partner with PTSA to hold a parent/guardian/caregiver information nights, provide information in newsletters and coaching tools in book bags about the processes of reading development.</p>	<p>December- March</p>
<p>Develop collaborative relationships with our community.</p>	<p>Staff will create and look for opportunities for two-way communication with families. This will include families of EL students, community members who want to engage in equity work, and outreach to all parents and guardians. Surveys and listening sessions will be conducted to build our understanding of family needs and interests.</p>	<p>Ongoing through 2020-21 school year</p>

Plan for Years 2 & 3:

2021-2022:

- Continued focus on supporting reading growth for all students, with a particular focus on aligning practices and using an MTSS model. Our professional learning plan will look at all parts of balanced literacy and how each plays a role in supporting reading and writing development.

2022-2023:

- During the 2022-2021, our school improvement plan may transition to a focus on math pedagogy with an emphasis on guiding students in academic discourse as a method of learning, assessment and feedback.

Section VII: Grade Level Goals



Grade Level/Department/Team: Kindergarten

Goal: From October through April, we will be using SEL curriculum and strategies to help students build connections and community with their teachers and peers. The number of students who feel positive about school and feel connected will increase from 84% to 100%.

We will measure this formatively by: Ongoing daily check-ins, observations of peer to peer, and peer to staff interactions, and conversations with parents.

We will measure this summatively by: Student inventory.

Action steps we will take to meet our goal: We will be collaborating with our school counselors, using the Second Step Program and incorporating online programs.

Technology — this is how we will use technology to support meeting our goal:

Students will be introduced to Mind Yeti, will learn to interact on Zoom and complete the student inventory on Seesaw.

Grade Level/Department/Team: First Grade

Goal: Between October 2020 and May 2021, at least 80% of students will increase reading accuracy, resulting in improvement in their overall reading level.

We will measure this formatively by: Observations in guided reading groups, practice activities in word work, and sight word practice.

We will measure this summatively by: Running Records, Acadience and Sight Word Assessments.

Action steps we will take to meet our goal: We will participate in professional development on reading instruction and small group instruction, provide targeted reading instruction in small groups, provide whole group phonics instruction and ongoing practice of sight words. We will also work with parents to provide guidance in how they can coach their children as beginning readers.

Technology — this is how we will use technology to support meeting our goal:

Synchronous and asynchronous instruction is being provided using Zoom, Seesaw, Raz-Kids, and other learning tools.





Grade Level/Department/Team: 2nd Grade

Goal: Between October 2020 and February 2021, 80% of identified students approaching standard will move forward at least two reading levels.

We will measure this formatively by: Periodic TC Running Records, Acadience, iReady assessments, as well as observations during small group instruction.

We will measure this summatively by: TC Running Records and Sight Words assessments.

Action steps we will take to meet our goal: We will utilize multiple instructional methods and resources including sight word cards, lagging phonics skill instruction, additional support from LAP teachers and supplemental tech resources.

Technology — this is how we will use technology to support meeting our goal:

Students will do both online assessment and online practice using iReady, Seesaw, Raz Kids and Zoom.

Grade Level/Department/Team: Third Grade

Goal: Between September 2020 and April 2021 the number of students who are reading at standard or above in fiction or nonfiction assessments will increase from 76%-80%.

We will measure this formatively by: Utilizing guided reading observations, reading conferences, comprehension checks, and iReady.

We will measure this summatively by: iReady and Running Records.

Action steps we will take to meet our goal: We will meet as a third grade team once a week to share data, plan instruction and discuss best practices. During non-fiction reading units, we will support students in strategies to understand new vocabulary, support their comprehension through academic discussions, and teach students how to use tools to track new information across a text.

Technology — this is how we will use technology to support meeting our goal:

Technology is used to support the review of data, as well as to provide learning tools to students. Students will be able to access ebooks, iReady adaptive lessons, and participate in lessons on Canvas and Zoom.





Grade Level/Department/Team: Fourth Grade

Goal: Between October 2020 and April 2021, during this time of COVID and remote learning, fourth grade students will move from approximately 74% at standard to 80% at standard in reading comprehension levels through intensive teaching of reading skills and academic support.

We will measure this formatively by: Reading assessments, progress from iReady online adaptive reading program, observational data and self-assessments from students.

We will measure this summatively by: iReady assessments, TC Running Records, and comprehension tests from Benchmark.

Action steps we will take to meet our goal: Action steps include giving pre-assessments for baseline data. Teaching academic language to increase students' abilities to participate in discussions and ask questions, use formative assessments to assess progress, give check-point assessments, and give post-assessments. We will be meeting on a weekly basis and during some building directed professional learning time as well.

Technology — this is how we will use technology to support meeting our goal:

Technology is used to support the review of data, as well as to provide learning tools to students. Students will be able to access ebooks, iReady adaptive lessons, and participate in lessons on Canvas and Zoom.

Grade Level/Department/Team: Fifth Grade

Goal: Students reading below grade-level expectations will improve by two reading levels between September 2020 and March 2021.

We will measure this formatively by: Reading conferences, observations in book clubs and progress on iReady.

We will measure this summatively by: TC Running Records, iReady Assessments and Benchmark Comprehension Assessments.

Action steps we will take to meet our goal: Our team will participate in professional development related to the adoption of the Units of Study Materials, we will collaborate to discuss student progress and needs, and we will create book clubs designed to meet the learning needs of students at different reading levels.

Technology — this is how we will use technology to support meeting our goal:

Technology is used to support the review of data, as well as to provide learning tools to students. Students will be able to access ebooks, iReady adaptive lessons, and participate in lessons on Canvas and Zoom.





Grade Level/Department/Team: 6th Grade

Goal: Identified students reading below grade-level will make a year's worth of growth between October 2020 and May 2021.

We will measure this formatively by: Reading conferences, observations in book clubs and progress on iReady, and classroom evaluations.

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

Action steps we will take to meet our goal: Our team will participate in professional development related to the adoption of the Units of Study Materials, we will collaborate to discuss student progress and needs, and we will create book clubs designed to meet the learning needs of students at different reading levels.

Technology — this is how we will use technology to support meeting our goal:

Technology is used to support the review of data, as well as to provide learning tools to students. Students will be able to access ebooks, iReady adaptive lessons, and participate in lessons on Canvas and Zoom.

