



Edmonds
SCHOOL DISTRICT

School Improvement Plan

School Name: Seaview Elementary

Year: 2020-21

Section I: School Mission, Vision, and Demographics:

School Mission & School Vision:

Seaview School is committed to developing leaders to S.W.I.M. on their own. S- Strive for Success W- Work together; I- Inspire Others, M – Make a Difference.

Our growth aim will be to increase student academic growth using Tiered interventions in all content areas with a focus on Reading. We will be collecting data on student growth academically and social emotionally, reflecting on students who demonstrate no/minimal, some/moderate and meeting/exceeding learning standards. Teachers will collaborate in professional learning communities to continue to study and gain knowledge of effective instructional strategies for all students and will implement new strategies in their classrooms, resulting in student growth in all areas. Focusing on Reading, we will use ESD assessments and tracking, measuring progress in aligned with State and district standards. Staff will analyze growth in student work, pre and post assessments, observational data, and surveys. Resources to meet our goals include research-based instruction on learning from John Hattie, Charlotte Danielson, Responsive Classroom, Universal Design for Learning, Marzano, SIOP and GLAD.

School Demographics:

	Number of Students	% of Students	Group	Number of Students	% of Students
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Group	Number of Students	% of Students	Group	Number of Students	% of Students
Enrollment (October)	434	NA	Two or More Races	61	14.06%
American Indian/Alaskan Native	0	0%	English Language Learners	28	6.45%
Asian	26	5.99%	Homeless/McKinney-Vento	3	0.69%
Black/African American	9	2.07%	Low Income	92	21.2%
Hispanic/Latino	54	12.44%	Section 504	17	3.92%
Native Hawaiian/Other Pacific Islander	0	0%	Students with Disabilities	85	19.59%
White	284	65.44%	Student Mobility	8	1.84%

*The data in this table is from the 19-20 school year.

Student, Family and Community Involvement in Plan:

Families and our community have had the opportunity to participate in numerous surveys throughout COVID-19 that we relied upon to better understand their experience's and needs. We will also work closely with our Social Emotional, Attendance Teams and our Student Intervention Coordinator to facilitate input opportunities that intentionally include our historically marginalized students and families. We are working on ways to increase engagement in our student learning and Social Emotional well-being during Continuous Learning 2.0. Our Family Engagement Meetings have created two-way communication between school and home around student progress. Weekly communication from teachers and office administration keep our families aware of student progress and help our families stay informed of upcoming policies and procedures as we move towards Hybrid. Our school Equity Team and PTA includes parents, staff and students who engage in conversations providing input and guidance creating our school improvement plan.

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

Describe the progress your school made toward the improvement goals in the 2019-2020 SIP.

<p>Goal: Whole School</p> <p>Compared to 70% of 3-6 grade students in spring of 2019, 72% of 3-6 grades students will meet or exceed standard on the Smarter Balanced ELA Assessments in spring 2020.</p>	<p>Narrative Reflection:</p> <p>Reflecting and analyzing our Seaview Elementary 2019-2020 SIP and student achievement was challenging due to COVID-19 and school closures in March 2020. Our MTI Fall and Winter student growth trends data projected our student growth in ELA Reading and Writing. Our documented growth ranges from 2% up to 16% in our K-6 ELA. Kindergarten demonstrated 23% growth in Acadience. First grade met and demonstrated 6% growth in multiple assessments in ELA including a 10% growth in Independent Reading Levels. Second grade demonstrated growth in their Independent Reading Levels from 57% to achieving 65%. Both Third and Fourth grade demonstrated growth in multiple assessments in ELA from 60% to achieving 75%. Fourth grade Winter Comprehension was at 87%. Fifth grade demonstrated 6% growth in multiple assessments in ELA. Sixth grade demonstrated growth of 2% in multiple assessments in ELA. We believe our Tier 1 implemented instructional strategies increased academic and SEL student growth. MTI, PST, Counselors, PLCs, SinC, students and families were all part of strong collaborative teams strategically working together using data to increase student growth. Qualitative data that supports our growth includes targeted differentiation, such as flexible grouping and individualized supports, scaffolding materials and resources to meet the needs of all levels of students. SWIS data for attendance and behavior. Student interest surveys and Opinion Survey. TPEP coaching. Quantitative data providing evidence of growth include TC Running Records, Acadience, Benchmark Comprehension, Writing On Demand Prompts (pre/post), and WaKids data.</p> <p>SBA state testing was cancelled due to COVID-19 so we did not have data to include in our reflection.</p>
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	<p>We believe the ESD professional development received in the Spring and Fall for TC Reading and Writers Workshop for teachers and continued SEL informed practices that include Tier 1 and 2 strategies will improve our growth in 2020-2021. Due to COVID-19 ESD has modified our academic pacing guides to include targeted core standards. All staff have received professional development in technology platforms with structures and instruction that includes synchronous and asynchronous learning. Whole group and small group, as well as Office Hours have been included in the weekly schedule of all certificated staff to support student learning. Due to staff and students not being on campus we have created, a Student Material Pick Up scheduled biweekly. This partnership with families ensures students have the material resources they need when they need it in order to make SEL and academic growth.</p>
<p>Goal: Opportunity Gap Closing the opportunity gap for students who have scored below standard or approaching on their ELA (SBA) multiple assessments over a span of two to three years to meet standard.</p>	<p>MTI focus group data included documentation of instructional Tier 1, 2, 3 strategies, SEL, attendance, academics, parent collaboration and additional staff support.</p> <p>We believe all students demonstrated growth in SEL and academics. It was extremely challenging to meet the needs of these students during COVID-19 as these students often struggled with executive functions, attention, and needed explicit modeling and guidance from their teachers. Many of these students have 504's and IEP's. Technology was also an issue for many families.</p> <p>SBA state testing was canceled due to COVID-19 so we did not include it our reflection.</p>

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



In reviewing our data from 2019-2020, we will continue our professional learning focusing on Goal 1: Tier 1 and 2 interventions with a focus on Reading in all classrooms. Staff will participate in ESD and building professional development. PLC Cycles of Inquiry will focus on student learning using TC Reading. In addition, coaching will be provided by ESD for Reading Curriculum, and the use of online resources and platforms.

Goal 2: Continued work in implementation of guaranteed and viable curriculum using common assessments in alignment with ESD. The new Instructional Minutes Guide and Pacing Guides have provided structure to ensure students will receive the core instructional grade level standards. MTI data dives, PLC discussions, teacher coaching and teacher evaluation cycles will support staff growth and alignment.

Goal 3: To increase differentiated instruction (based on student knowledge) to promote student learning. Our new i-Ready Reading online asynchronous diagnostics and My Path instruction ensure that students' individual learning gaps will be targeted, and supported through strategic differentiated lessons. Students can work at their own pace, teachers can also assign whole group guided practice and or individual practice to increase students applied knowledge.

Goal 4: To increase our collaboration with Learning Support, LAP and families. Goal setting and progress monitoring will be ongoing and often with families. Families can view students work completion and scores through the online platforms.

Goal 5: To increase Social Emotional Learning and Support for students and families. Stating the year with high focus on Social Emotional student well-being. Student Wellness surveys throughout the year. Development of SEL and Attendance Teams will monitor and support as needed.

Due to COVID-19, many students did not engage and complete their work in spring 2020. We were not able to complete our assessments for spring MTI or SBA, so there is no data to reflect on for spring or end of year 2019-2020.

We believe that student engagement is essential in 2020-2021 and we will continue to monitor attendance, work completion, SEL and participation in synchronous/asynchronous learning.

Our Action Plan still has increased by two goals to support Continuous Learning 2.0 MTI for Fall, Winter and Spring are scheduled. Student attendance is high and we will continue to monitor student engagement and work completion.

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 have a solid literacy program that consistently supports all students' growth in learning to read. 60% mastery of Kindergarten Sight words and 91% mastery of Acadience curriculum based measures for reading by winter MTI. First grade students Running Records went up as a cohort 6% from fall to winter MTI. Second grade students Running Records went up as a cohort 8% from fall to winter MTI. Benchmark Comprehension scores are showing progress for growth for grades 3-6. Third grade comprehension went up 15% as a cohort from fall to winter MTI. Fourth grade students Running Records went up 15% and their comprehension went up 3% from fall to winter MTI. Fifth grade students' comprehension went up 6% as a cohort from fall to winter MTI. Sixth grade students' comprehension went up 2% as a cohort from fall to winter MTI.
2. We collaborate as a building implementing SEL using Second Step K-3 and Responsive Classroom 4-6. We also implement PBIS: Positive Behavior Intervention Supports to promote and sustain a positive school climate and culture that is Respectful, Responsible, and Safe. We track our students' behavior interventions in SWIS to create strategies to improve behavior systematically. This year we also have created an Attendance Team, and CARE/SEL team that meets weekly focusing on students' needs.
3. Our regular attendance has increased from 94% to 97%, even in COVID-19.

Areas of Needed Growth

1. Our primary literacy program is consistently working on phonemic awareness, decoding and application in reading.
2. Our intermediate literacy program does not consistently support students' growth in literacy in the ELA Reading Targets consisting of literacy text word meanings, reasoning and evidence, structures and features, informational text language use.
3. Students who receive EL/SPED services are not performing as well as their classmates. If a student is twice qualified, they are less likely to perform well on any district or state assessment.

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?

1. Focus areas: Our analyses indicates needed improvement in literacy Reading instruction for all of our students. As we examined this issue, we identified the following causes for our current results.

- A. Lack of common assessments (ESD MTI assessments currently in place in 20/21)
- B. Lack of implementation and consistent implementation of guaranteed and viable ELA curriculum. (New TC Reading curriculum and PD currently in place in 20/21)
- C. Lack of Tier 1 and 2 instructional strategies, interventions, and differentiation
- D. Inconsistent collaboration between special education, LAP, EL and classroom teachers to allow for coordination between classroom and pullout instruction. Our improvement focus will be to support our teaching staff's knowledge and skill development and to develop structures for more coordinated service to our students.

C. Additional Data Required

State Participation Rate: 95% participation required

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

D. Third Grade OSPI Literacy Expectation:

<p>What Percentage of Third Graders Met or Exceeded standard on the SBA ELA in 18-19?</p> <p>67% of 3rd grade students</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 <input type="checkbox"/> NO <input checked="" 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 in 18-19) below: N/A

Reading:

Writing:

Listening:

Research/Inquiry:

Section IV: Theory of Action

Theory of Action:

If we as building instructors

- develop and implement targeted Tier 1 and 2 interventions in all classrooms
- implement guaranteed and viable curriculum using common assessments
- increase the quality of differentiated instruction
- increase instructional alignment with professional development, coaching, collaboration, support and data use

THEN, students who performed below standard will show growth in their abilities to meet ELA reading standards.

Rationale:

"The quality of a school as a learning community can be measured by how effectively it addresses the needs of struggling students." --Wright (2005)

"Rtl is the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals and applying child response data to important educational decisions." (NASDSE 2006)

Research:

- Kentucky System of Interventions (KSI)
<http://www.education.ky.gov/KDE/Instructional+Resources/Kentucky+System+of+Interventions/>
- Academic & Behavioral Response to Intervention (ABRI)
<http://louisville.edu/education/srp/abri>
- National RTI Center <http://www.rti4success.org/>
- Kentucky Center for Instructional Discipline (KYCID) <http://www.kycid.org/>
- IRIS Center <http://iris.peabody.vanderbilt.edu/>
- Characteristics of Highly Effective Teaching & Learning (CHETL)
<http://www.education.ky.gov/KDE/Instructional+Resources/Highly+Effective+Teaching+and+Learning/HETL+Common+Characteristics.tm>
- What Works Clearinghouse <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>

- [Hattie's Work 138 Influences Related To Achievement - Hattie effect size list.mht/](#)

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

A. Whole School Achievement Goal(s) —

As a result of our Theory of Action we expect:

- Our school wide Teachers College Running Records scores will increase by 5%
- Our school wide ELA Multiple Assessments scores will increase by 5%
- Our grades 1-6 i-Ready Reading scores will increase by 5%

B. Opportunity Gap Goal(s):

To close the achievement gap for our students who have historically scored Below or Approaching Standard in Reading, we expect the following:

- Our Teachers College Running Records scores will increase by 5%
- Our grades 1-6 i-Ready Reading scores will increase by 5%

C. Connections to Blueprint 2025 Metrics – Our school improvement goals are connected to the Blueprint 2025 goal of increased achievement in ELA.

D. Social Emotional Learning Focus – All schools in ESD began the year with 6 weeks of intentional Social Emotional Instruction and Engagement working with students, families and staff. SEL and Attendance teams were created to support students that include office staff, certificated, classified and administration. Our Student Intervention Coordinator managed staff in supporting families with technology, housing, transportation and specific needs. ESD supporting curriculum includes Second Step and Responsive Classroom.

Section VI: Action Plan

Plan for 2020-21: From September 2020 to June 2021 school year, students will increase their Reading and Social Emotional Wellness as measure through ELA Assessments and Student Wellness Inventory surveys, this will result in increased academic progress and student climate/culture progress across the year.

Key Improvement Action	Description	Timeline
<p>Goal 1: Increase all instructional staff capacity to support all students with Tier 1 & 2 instructional strategies. All grade levels will engage in small group instruction.</p>	<p>Our professional learning plan will focus on developing and implementing targeted Tier 1 & 2 interventions in all classrooms.</p>	<p>Ongoing through 2020-21 school year</p>
<p>Goal 2: Implementation of guaranteed and viable curriculum using common assessments. Instructional alignment with ESD. All grade level teams will use TC Running Records and i-Ready Reading to determine next steps for Tier 2 instruction and supports.</p>	<p>Teachers will learn new Tier 1 & 2 strategies using new curriculum and will consistently implement structures and practices to support balanced literacy for all students.</p>	<p>Ongoing through 2020-21 school year</p>
<p>Goal 3: Increase differentiated instruction. All grade levels will engage in 1:1 conferring using the ESD TC Readers Workshop strategies to support Tier 1, 2, 3 students.</p>	<p>Continuous professional development to learn skills and implement strategies to support all Tier 1 students as well as Tier 2 and 3.</p>	<p>Ongoing through 2020-21 school year</p>
<p>Goal 4: Increase our collaboration with general education staff with Learning Support and LAP.</p>	<p>All staff will strive to build a stronger partnership with families to increase students' achievement in ELA. We will continue to focus on increasing capacity to support our students who</p>	<p>Ongoing through 2020-21 school year</p>

<p>We will utilize building days to support collaborative meetings.</p>	<p>historically are not making growth in ELA. Our professional learning plan will focus on increasing our understanding and skills using instructional strategies that support all students using Tier 1 and 2 instructional strategies with grade-level content.</p>	
<p>Goal 5: Increase Social Emotional Learning and Support for students and families. All grade levels will engage in SEL instruction through Second Step and Responsive Classroom. Morning Meetings, Closing Circles, Check in Check Out activities.</p>	<p>Professional development for staff supporting SEL and Trauma Informed Practices. Review and application of Second Step and Responsive Classroom strategies. PLC book studies provided. Engage in conversations and PD centered on Equity.</p>	<p>Ongoing through 2020-21 school year</p>

Plan for Years 2 & 3:

2021-2022:

- Continued focus on increasing capacity to support our students who have scored below standard or approaching on the ELA multiples assessments over a span of two to three years to meet standard. Our professional learning plan will focus on increasing our understanding and skills in using instructional strategies that support our all students using Tier 1 and 2 strategies for SEL, academics and engagement with grade-level content.

2022-2023:

- Based upon the data we will make new enhanced goals that support all students using Tiered strategies for SEL, academics and engagement with grade level content.

Section VII: Grade Level/Specialist/Department Goals

Grade Level/Department/Team: Kindergarten

Goal: Between October and April, all Kindergarten students will increase their reading skills.

We will measure this formatively by: using grade level reading assessments, teacher and student reflection, checklists, observational data, and progress monitoring using district aligned curriculum. Assessments and lesson resources include TC Reading, Benchmark, RAZ Kids, Acadience (Phonemic Awareness).

We will measure this summatively by: using assessments will be given at the beginning, middle, and end of the year. Assessments resources include TC Reading, Benchmark, RAZ Kids, Sight Word Assessments, Acadience

Action steps we will take to meet our goal:

- Use the ESD SEL curriculum (Second Step/Responsive Classroom) to create a safe, responsive, and inclusive classroom.
- Give pre-assessments for baseline data, use pre-assessment data to plan teaching strategies to differentiate and identify student small groups.
- Reflect on our instructional practice and resources with our cohort and students.
- Use Tier 1 and 2 strategies to increase student's abilities to participate in discussions and ask questions, complete work.
- Teach academic language to increase student's abilities to participate in discussions and ask questions
- Use formative assessments to assess progress.
- Meet biweekly with my PLC team to discuss instructional strategies supporting students. Identifying academic barriers using data to determine the next instructional strategies.
- Give checkpoint assessments mid-year and triangulate data.
- Give post-assessments and triangulate data.

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

- All students will have individual Chromebooks to access their grade level platforms.

- Students will be taught navigational platform skills to access Continuous Learning 2.0
- ESD Digital Library and resources
- Zoom Synchronous whole groups and small group instruction.
- Asynchronous videos, lessons, and resources will guide students in their independent practice.
- Diagnostic and formative assessments may include TC Reading, Benchmark, i-Ready Reading Diagnostic/lessons, RAZ Kids, TS Gold assessments, and Acadience.
- Teachers will utilize Homeroom for data analysis to better inform best practices for meaningful and retainable literacy instruction.

Grade Level/Department/Team: Second Grade

Goal: Between September and May, all second grade students will increase their reading skills.

We will measure this formatively by: Grade level reading assessments, observational data, and progress monitoring using district aligned curriculum. Assessments and lesson resources include TC Reading, i-Ready Reading Diagnostic/lessons and Acadience as well as reflect on the progress made by students with Tier 1 and 2 instructional strategies. Additionally, students will self-reflect on progress made during 1:1 discussion with the teacher.

We will measure this summatively by: Assessments will be given at the beginning, middle, and end of the year. Assessments resources include TC Reading, anecdotal notes and i-Ready Reading Diagnostic/lessons.

Action steps we will take to meet our goal:

- Use the ESD SEL curriculum (Second Step/Responsive Classroom) to create a safe, responsive, and inclusive classroom.
- Give pre-assessments for baseline data, use pre-assessment data to plan teaching strategies to differentiate and identify student small groups.
- Use Tier 1 and 2 strategies to increase student's abilities to participate in discussions and ask questions, complete work.
- Teach academic language to increase student's abilities to participate in discussions and ask questions
- Use formative assessments to assess progress.
- Meet weekly with my second grade team to discuss instructional strategies supporting students. Identifying academic barriers using data to determine the next instructional strategies.



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

- All students will have individual Chromebooks to access their grade level platforms.
- Students will be taught navigational platform skills to access Continuous Learning 2.0
- ESD Digital Library, Scholastic, Epic
- Zoom Synchronous whole groups and small group instruction.
- Asynchronous videos, lessons, and resources will guide students in their independent practice.
- Diagnostic and formative assessments may include TC Reading, i-Ready Reading Diagnostic/lessons, and Acadience.
- Teachers will utilize Homeroom for data analysis to better inform best practices for meaningful and retainable literacy instruction.

Grade Level/Department/Team: Third Grade

Goal: Between October and April, all 46 3rd grade general education students will increase their individual reading skills.

We will measure this formatively by: Grade level reading assessments, teacher checklists, observational data, and progress monitoring using district aligned curriculum. Assessments and lesson resources include TC Reading Units of Study, Benchmark Literacy, i-Ready Reading Diagnostic/lessons, and RAZ Kids activities,

We will measure this summatively by: Assessments will be given at the beginning, middle, and end of the year. Assessments resources include TC Individual Running Records, Benchmark Literacy Comprehension Assessments and, i-Ready Reading Diagnostic tests.

Action steps we will take to meet our goal:

- We will use the ESD SEL curriculum (Second Step/Responsive Classroom) to create a safe, responsive, and inclusive classroom.
 - Give pre-assessments for baseline data, use pre-assessment data to plan teaching strategies to differentiate and identify student small groups.
 - Use Tier 1 and 2 strategies to increase student's abilities to participate in discussions and ask questions, complete work.
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Technology — this is how we will use technology to support meeting our goal:

- All students will have individual Chromebooks to access their grade level platforms.
- Students will be taught navigational platform skills to access Continuous Learning 2.0
- ESD Digital Library, SORA, Newsela, Scholastic
- Zoom Synchronous whole groups and small group instruction.
- Asynchronous videos, lessons, and resources will guide students in their independent practice.
- Diagnostic and formative assessments may include TC Reading, Benchmark, i-Ready
- Reading
- Diagnostic/lessons, RAZ Kids, TS Gold assessments.
- Teachers will utilize Homeroom for data analysis

Grade Level/Department/Team: Fourth Grade

Goal: Between October and April, all students in fourth grade will increase in their reading skills.

We will measure this formatively by: Grade level reading assessments, teacher checklists, observational data, and progress monitoring using district aligned curriculum. Assessments and lesson resources include TC Reading, Benchmark, i-Ready Reading Diagnostic/lessons, RAZ Kids. My grade level PLC cohort will reflect, review and create anecdotal notes on our Tier 1 & 2 instructional strategies for whole group reading instruction, small group instruction, 1:1 coaching biweekly. We will reflect together using anecdotal notes from collaborative reflections with individual students' perceptions of their learning experiences, and ideas about the next steps for instruction and support monthly or as needed to support student growth. Due to COVID-19 and Continuous Learning 2.0, student progress will be monitored and adjusted frequently to meet the needs of my students.



We will measure this summatively by: Assessments will be given at the beginning, middle, and end of the year. Assessments resources include TC Reading, Benchmark, i-Ready Reading Diagnostic/lessons, RAZ Kids

Action steps we will take to meet our goal:

- Use the ESD SEL curriculum (Second Step/Responsive Classroom) to create a safe, responsive, and inclusive classroom.
- Give pre-assessments for baseline data, use pre-assessment data to plan teaching strategies to differentiate and identify student small groups.
- Use Tier 1 and 2 strategies to increase student's abilities to participate in discussions and ask questions, complete work.
- Teach academic language to increase student's abilities to participate in discussions and ask questions
- Use formative assessments to assess progress.
- Meet biweekly with my PLC team to discuss instructional strategies supporting students. Identifying academic barriers using data to determine the next instructional strategies.
- Give checkpoint assessments mid-year and triangulate data.
- Give post-assessments and triangulate data.
- New My grade level PLC cohort will reflect, review, and create anecdotal notes on our Tier 1 & 2 instructional strategies for whole group reading instruction, small group instruction, 1:1 coaching biweekly.
- We will reflect together using anecdotal notes from collaborative reflections with individual students' perceptions of their learning experiences, and ideas about the next steps for instruction and support monthly or as needed to support student growth.
- Due to COVID-19 and Continuous Learning 2.0, student progress will be monitored and adjusted frequently to meet the needs of my students.

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

- All students will have individual Chromebooks to access their grade level platforms.
- Students will be taught navigational platform skills to access Continuous Learning 2.0
- ESD Digital Library, SORA, Newsela, Scholastic
- Zoom Synchronous whole groups and small group instruction.
- Asynchronous videos, lessons, and resources will guide students in their independent practice.

- Diagnostic and formative assessments may include TC Reading, Benchmark, i-Ready Reading Diagnostic/lessons, RAZ Kids.
- Teachers will utilize Homeroom for data analysis to better inform best practices for meaningful and retainable literacy instruction.
- NEW Student reflections on their learning will be verbal, Google Form, Google Survey
- Students will assess their own learning using online rubrics (TC Bends/Posters=mastery of skills)
- Student engagement data will be collected from online Reading platforms.

Grade Level/Department/Team: Fifth Grade

Goal: Between October and April, all students in fourth grade will increase in their reading skills.

We will measure this formatively by: Grade level reading assessments, teacher checklists, observational data, and progress monitoring using district aligned curriculum. Assessments and lesson resources include TC Reading, Benchmark, i-Ready Reading Diagnostic/lessons, RAZ Kids. My grade level PLC cohort will reflect, review and create anecdotal notes on our Tier 1 & 2 instructional strategies for whole group reading instruction, small group instruction, 1:1 coaching biweekly. We will reflect together using anecdotal notes from collaborative reflections with individual students' perceptions of their learning experiences, and ideas about the next steps for instruction and support monthly or as needed to support student growth. Due to COVID-19 and Continuous Learning 2.0, student progress will be monitored and adjusted frequently to meet the needs of my students.

We will measure this summatively by: Assessments will be given at the beginning, middle, and end of the year. Assessments resources include TC Reading, Benchmark, i-Ready Reading Diagnostic/lessons, RAZ Kids

Action steps we will take to meet our goal:

- Use the ESD SEL curriculum (Second Step/Responsive Classroom) to create a safe, responsive, and inclusive classroom.
- Give pre-assessments for baseline data, use pre-assessment data to plan teaching strategies to differentiate and identify student small groups.

- Use Tier 1 and 2 strategies to increase student's abilities to participate in discussions and ask questions, complete work.
- Teach academic language to increase student's abilities to participate in discussions and ask questions
- Use formative assessments to assess progress.
- Meet biweekly with my PLC team to discuss instructional strategies supporting students. Identifying academic barriers using data to determine the next instructional strategies.
- Give checkpoint assessments mid-year and triangulate data.
- Give post-assessments and triangulate data.
- New My grade level PLC cohort will reflect, review, and create anecdotal notes on our Tier 1 & 2 instructional strategies for whole group reading instruction, small group instruction, 1:1 coaching biweekly.
- We will reflect together using anecdotal notes from collaborative reflections with individual students' perceptions of their learning experiences, and ideas about the next steps for instruction and support monthly or as needed to support student growth.
- Due to COVID-19 and Continuous Learning 2.0, student progress will be monitored and adjusted frequently to meet the needs of students.

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

- All students will have individual Chromebooks to access their grade level platforms.
- Students will be taught navigational platform skills to access Continuous Learning 2.0
- ESD Digital Library, SORA, Newsela, Scholastic
- Zoom Synchronous whole groups and small group instruction.
- Asynchronous videos, lessons, and resources will guide students in their independent practice.
- Diagnostic and formative assessments may include TC Reading, Benchmark, i-Ready Reading Diagnostic/lessons, RAZ Kids.
- Teachers will utilize Homeroom for data analysis to better inform best practices for meaningful and retainable literacy instruction.
- NEW Student reflections on their learning will be verbal, Google Form, Google Survey
- Students will assess their own learning using online rubrics (TC Bends/Posters=mastery of skills)
- Student engagement data will be collected from online Reading platforms.

Grade Level/Department/Team: Sixth Grade

Goal: Between October and April, all sixth grade students will increase their reading skills.

We will measure this formatively by: Grade level reading assessments, teacher checklists, observational data, and progress monitoring using district aligned curriculum. Assessments and lesson resources include TC Reading, and i-Ready Reading Diagnostic/lessons.

We will measure this summatively by: Assessments will be given at the beginning, middle, and end of the year. Assessments resources include TC Reading, and i-Ready Reading Diagnostic/lessons.

Action steps we will take to meet our goal:

- Give pre-assessments for baseline data, use pre-assessment data to plan teaching strategies to differentiate and identify student small groups.
- Use Tier 1 and 2 strategies to increase student's abilities to participate in discussions and ask questions, complete work.
- Teach academic language to increase student's abilities to participate in discussions and ask questions
- Use formative assessments to assess progress.
- Meet weekly with my sixth grade team to discuss instructional strategies supporting students. Identifying academic barriers using data to determine the next instructional strategies.
- Give checkpoint assessments mid-year and triangulate data.
- Give post-assessments and triangulate data.

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

- All students will have individual Chromebooks to access their grade level platforms.
- Students will be taught navigational platform skills to access Continuous Learning 2.0
- ESD Digital Library, SORA, PDF versions of novels.
- Zoom Synchronous whole groups and small group instruction.
- Asynchronous videos, lessons, and resources will guide students in their independent practice.
- Diagnostic and formative assessments may include TC Reading, and i-Ready Reading Diagnostic/lessons.

- Teachers will utilize Homeroom for data analysis to better inform best practices for meaningful and retainable literacy instruction.

Grade Level/Department/Team: Tesa Gagliardi, Emily Larsen /LAP and Learning Support

Student Learning Goal:

This year our focus will be on increasing basic reading skills through intensive Tier 2 and 3 instructional strategies including explicit instruction and scaffolded lessons with explicit modeling in the “I Do, We Do, You Do” gradual release of responsibility model. My **PLC cohort will reflect, review, and create anecdotal notes** on our Tier 2 & 3 instructional strategies for our small group instruction, 1:1 coaching biweekly. We will reflect together using anecdotal notes from collaborative reflections with individual students’ perceptions of their learning experiences, and ideas about the next steps for instruction and support monthly or as needed to support student growth. Due to COVID-19 and Continuous Learning 2.0, student progress will be monitored and adjusted frequently to meet the needs of our students.

We will measure this Formatively by:

- Questioning during the “We do and You do” portion of each lesson.
- Use examples of strong and weak work
- Offer regular descriptive feedback
- Guide students to self assess
- Break learning into more manageable chunks for students.
- Guide students to focused revision (Let students practice revising their work)
- Engage students in self-reflection and let them share their learning.
- Entrance slips (can be oral).
- Students signal whether they understand a concept (thumbs up or down)
- Observational notes
- Anecdotal notes
- Checklist of skills mastered
- One on one conferences
- Kids Nutshell learning (explain what they learned) at the end of each lesson
- Exit slips (can be oral)
- Pre and post assessments
- Progress Monitoring with Acadience materials.
- Assessments given at the beginning, middle and end of the year.



We will measure this Summatively by: Phonological Awareness Screener Intervention (PASI), Phonics Screener Intervention (PSI), Acadience Benchmark Assessment, Acadience Progress Monitoring and TC Running Records, CORE Phonics Assessment, curriculum-based assessments (*Phonics For Reading* and *Rewards*).

Action Steps We will take to meet our goal:

- Meet biweekly with Emily to discuss instructional strategies supporting students. Identifying academic barriers using data to determine the next instructional strategies.
- Give checkpoint assessments mid-year and triangulate data
- Discuss and implement practices
- Give post assessments and triangulate data
- Use formative assessments to assess progress
- Create interventions for students
- Discuss instruction that worked and didn't work and how I can use this learning in future practice.
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Technology-This is how we will utilize technology to meet our goal:

- All students will have individual Chromebooks to access their grade level platforms.
 - Students will be taught navigational platform skills to access Continuous Learning 2.0.
 - Zoom synchronous whole group (push in) and small group instruction.
 - Asynchronous videos, lessons and resources will guide students to their independent practice.
 - Diagnostic and formative assessments may include TC Running Records, Acadience, PSI (Phonics Screener Intervention), PASI (Phonological Awareness Screener Intervention), RAZ Kids, i-Reading Reading.
 - Use the 95% group sample lesson plans online to do the "I Do, We Do" and "You Do" portion of each lesson.
 - Observe for transfer of learning when using online reading programs.
 - Use of the computer as a collaborative tool in team meetings.
 - Use of the computer to email the 95% consultant and colleagues questions.
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