

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

School Name: Hilltop Elementary

Year: 2016-2017

School Theory of Action/Target Area

If we intentionally ask all our students higher-level questions that require them to regularly justify their answers across all content areas, then all our students will improve their reading skills.

Whole School Achievement Goal- As a result of this action:

Compared to 73% of tested students on the ELA portion of the SBA in Spring 2016, 80% of tested students will meet standard on the ELA portion of the SBA in Spring 2017.

Achievement Gap:

- **Measurement/Assessment:** ELA Portion of SBA

Student Group	Current % Successful	Goal % Successful
Comparison Group A ELL Students	29%	35%
Comparison Group B Non-ELL Students	76%	84%
All Students ELA Portion of SBA	73%	80%

Strategic Direction Focus Areas:

You may choose to select one or more of the other options in addition to Effective Learning for All Students.

- X Effective Learning for All Students
- Equity of Opportunity
- P-3rd Grade Early Learning
- Graduates Who Are Ready for Life

Specific Strategic Direction Indicators of Focus:

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

School Vision/Mission:

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If we use Questioning and Discussion Techniques that advance learning and provide students opportunities to lead and own the conversation and questioning, THEN students will acquire rich language, demonstrate proficiency in content learning, and have access to all that the education system allows.

School Demographics:

Student Demographics		
Enrollment		
October 2015 Student Count		550
May 2016 Student Count		553
Gender (October 2015)		
Male	294	53.5%
Female	256	46.5%
Race/Ethnicity (October 2015)		
Hispanic / Latino of any race(s)	57	10.4%
American Indian / Alaskan Native	3	0.5%
Asian	85	15.5%
Black / African American	12	2.2%
Native Hawaiian / Other Pacific Islander	3	0.5%
White	332	60.4%
Two or More Races	58	10.5%
Special Programs		
Free or Reduced-Price Meals (May 2016)	96	17.4%
Special Education (May 2016)	76	13.7%
Transitional Bilingual (May 2016)	68	12.3%
Migrant (May 2016)	0	0.0%
Section 504 (May 2016)	23	4.2%
Other Information (more info)		
Unexcused Absence Rate (2015-16)	300	0.4%

Parent, Family, and Community Involvement in this Plan:

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We have two parents involved in our SIP Team. We review with PTSA. We have two parents on our Building Team who offer input and consultation.

Review and Analysis of Data:

Check all data reviewed and analyzed that determined your Strategic Direction focus area(s) and your school target.

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

Summary of strengths or greatest progress based on the data:

● In Spring 2016, 67% of 1st grade students met standard in reading.
● In Spring 2016, 79% of 2nd grade students met standard in reading.
● In Spring 2016, 73% of grades 3-6 met standard in ELA.
● The staff and 4th grade student perception surveys were in the 80th and 90th percentile in all areas.
● All students at Hilltop showed growth in math problem solving based on grade-level performance tasks.

Prioritized areas of opportunity or greatest challenge based on the data:

1. 66% of ELL students are not yet meeting standard in math in Grades 3-6 based on State SBA Assessment.
2. 55% of ELL students are not yet meeting standard in ELA in Grades 3-6 based on State SBA Assessment.

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| 3. | Based on the 2015-16 ELA SBA Claims, students grades 3-6 would benefit from a focus on academic vocabulary in multiple content areas. |
| 4. | In order to improve our math performance scores, strong reading skills are a prerequisite for math problem solving and overall success in math. |

State Participation Rate: 95% participation required

Area of Strength (95% or more participation)	Area of Opportunity (less than 95% participation)

Third Grade OSPI Literacy Expectation:

What Percentage of Third Graders Met or Exceeded standard on the SBA ELA? 70%	If less than 60% of Third Grade students met or exceeded, a whole school intensive reading/literacy plan is required. Mark the appropriate box. <p style="text-align: center;">Plan is required: YES <input type="checkbox"/> NO <input checked="" type="checkbox"/></p>
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Grade Level/Specialist/Department Goals aligned to the School Target Area and Goal:

Grade Level/Department/Team:

Learning Support

Student Learning Goal: Between October and April, all students to whom we teach Reading will increase their reading comprehension skills, level of engagement, ability to lead discussion and will ask more sophisticated questions through intensive teaching of questioning and discussion skills, SIOP strategies and emphasis on academic language.

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We will measure this Formatively by:

Curriculum based reading assessments, teacher checklists, observational data and student/teacher self-assessment

We will measure this Summatively by:

Assessments given at the beginning, middle, and end of the year.

Action steps we will take to meet our goal:

Give pre assessments for baseline data

Throughout the year complete self-assessments as the teacher, as well as students self-assessing.

Use pre assessment data to plan teaching strategies to deepen student's questioning and discussion knowledge.

Use SIOP strategies to increase student's abilities to participate in discussions and ask questions

Use formative assessments to assess progress

Give checkpoint assessments mid-year

Give post assessment

Technology-This is how we will utilize technology to meet our goal:

Raz Kids/Read Naturally to increase listening skills

Teacher use of sound clips to increase listening/discussion abilities

Students use audio recorders to record themselves reading.

Kindergarten:

Student Learning Goal:

Between late October and the end of April, students in kindergarten will show growth in their ability to ask questions and participate in discussions across all subject areas. In kindergarten this begins with the understanding of the difference between a question and a statement, being able to both talk and listen when having a two-way conversation, and being able to explain in detail their thinking. Throughout this process, students will learn to use strategies such as turn and talk, thumbs up and thumbs down, talk moves, using sentence stems, and student self-assessments through a rubric and exit tickets.

We will measure this Formatively by:

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- Teacher checklist of discussion endurance
- Teacher checklist of the use of sentence stems
- Student self-assessments using a rubric, through exit tickets
- Using technology such as RazKids, Starfall, and ABCya

We will measure this Summatively by:

Running Records and or a sight word assessment

Action steps we will take to meet our goal:

We will teach and use strategies such as turn and talk, thumbs up and thumbs down, talk moves, sentence stems, and student self-assessments through a rubric and exit tickets in order for students to grow in their ability to ask questions and participate in discussions across all subject areas.

Technology-This is how we will utilize technology to meet our goal:

We will start by using Starfall and ABCya, to get every student fluent in their letter sounds. Then we will begin using RazKids, to expose students to listening to stories, re-reading the story, and answering comprehension questions.

1st Grade:

Student Learning Goal : Between October and April, all 1st grade students will increase their reading skills, ability to participate in discussions, and will answer higher-level questions through intensive teaching of questioning and discussion skills, SIOP strategies and emphasis on academic language.

We will measure this Formatively by:

Grade level reading assessments, teacher checklists, observational data and self-assessments.

We will measure this Summatively by:

Assessments given at the beginning, middle and end of the year.

Action steps we will take to meet our goal:

Give pre assessments for baseline data.

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Use pre assessment data to plan teaching strategies to deepen student's questioning and discussion knowledge.

Use SIOP strategies to increase student's abilities to participate in discussions and ask questions.

Teach academic language to increase student's abilities to participate in discussions and ask questions.

Use formative assessments to assess progress.

Give checkpoint assessment mid-year.

Give post assessment

Technology-This is how we will utilize technology to meet our goal:

Use Raz-Kids for "just right" comprehension and sentence stems and questions.

Interactive videos that model discussion techniques and stems.

2nd Grade:

Student Learning Goal:

Between October and April, all 2nd grade students will increase their reading skills, ability to participate in discussions, and will answer higher-level questions through intentional teaching of questioning and discussion skills, SIOP strategies and emphasis on academic language.

We will measure this Formatively by:

Grade level reading assessments, teacher checklists, observational data and self-assessments.

We will measure this Summatively by:

Assessments given at the beginning, middle and end of the year.

Action steps we will take to meet our goal:

Give pre assessments for baseline data.

Use pre assessment data to plan teaching strategies to deepen student's questioning and discussion knowledge.

Use SIOP strategies to increase student's abilities to participate in discussions and ask questions.

Teach academic language to increase student's abilities to participate in discussions and ask questions.

Use formative assessments to assess progress.

Give checkpoint assessment mid-year.

Give post assessment.

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Technology-This is how we will utilize technology to meet our goal:

Use “Pebble Go” for students to research answers to student generated questions.

3rd Grade:

Student Learning Goal:

Between October and April, all 3rd grade students will increase their reading comprehension skills, level of engagement, ability to lead discussion and will ask more sophisticated questions through intensive teaching of questioning and discussion skills, SIOP strategies and emphasis on academic language.

We will measure this Formatively by:

Grade level reading assessments, teacher checklists, observational data and student/teacher self-assessment

We will measure this Summatively by:

Assessments given at the beginning, middle, and end of the year.

Action steps we will take to meet our goal:

Give pre assessments for baseline data

Throughout the year complete self-assessments as the teacher as well as students self-assessing.

Use pre assessment data to plan teaching strategies to deepen student’s questioning and discussion knowledge.

Use SIOP strategies to increase student’s abilities to participate in discussions and ask questions

Use formative assessments to assess progress

Give checkpoint assessments mid-year

Give post assessment

Technology-This is how we will utilize technology to meet our goal:

Front Row Reading Comprehension assessments

Free Rice to build academic language

Raz Kids to increase listening skills

Epic Books

Teacher use of sound clips to increase listening/discussion abilities

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4th Grade:

Student Learning Goal:

Between October and April, fourth---grade students will increase their reading comprehension level, level of engagement, ability to actively participate in discussions and will ask more sophisticated questions through intensive teaching of questioning, listening, and discussion skills, SIOP strategies and emphasis on academic language.

We will measure this formatively by:

Reading assessment, teacher checklists, observational data and self-assessments.

We will measure this summatively by:

Assessments given at the beginning,middle and end of the year.

Action Steps we will take to meet our goal:

- Give pre assessments for baseline data
- Use pre assessment data to plan teaching strategies to deepen student's questioning and discussion knowledge
- Use SIOP strategies to increase student's abilities to participate in discussions and ask questions
- Teach academic language to increase student's abilities to participate in discussions and ask questions
- Use formative assessments to assess progress
- Give checkpoint assessment mid-year
- Give post assessment

Technology:This is how we will utilize technology to meet our goal:

Students will read and listen to non fiction articles and take assessments from a variety of online sources including Scholastic Magazine, Newsela, Raz Kids, Kid Rex and other research websites.

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5th Grade:

Student Learning Goal:

Between October and April, all Fifth grade students will increase their reading skills, level of engagement, ability to lead discussions and will ask more sophisticated questions through intensive teaching of questioning and discussion skills, SIOP strategies and emphasis on academic language. Growth will be measured by grade level reading assessments, teacher checklists, observational data and self-assessments. The Fifth grade teaching team will meet every two weeks through the year to examine student work, calibrate and plan next instructional steps for student growth.

We will measure this Formatively by:

Formative growth will be measured by reading groups grouped by instructional reading levels, reading conferences, writing groups, writing conferences, journal writing, self assessments, and checklists/rubrics from the units of study, and created to keep track of discussions.

We will measure this Summatively by:

Summative growth will be measured by running records, SBA results, ELA assessments, Benchmark assessments, Front Row, and MobyMax.

Action steps we will take to meet our goal:

- Give pre assessments in reading comprehension for baseline data
- Use pre assessment data to plan teaching strategies to deepen student's questioning and discussion knowledge Use SIOP strategies to increase student's abilities to participate in discussions and ask questions
- Teach academic language to increase student's abilities to participate in discussions and ask questions
- Use formative assessments to assess progress
- Give checkpoint assessment mid-year
- Give post assessment
- Use sentence stems to guide classroom discussions, add student-made stems

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Technology: This is how we will utilize technology to meet our goal:

Google Classroom reading and writing assignments; MobyMax, Front Row, Benchmark CSA assignments and assessments; other ELA sites such as Nonfiction Minutes to build writing stamina.

6th Grade:

Student Learning Goal:

Between October and April, all -----6th grade students will increase their reading skills, level of engagement, ability to lead discussions and will ask more sophisticated questions through intensive teaching of questioning and discussion skills, SIOF strategies and emphasis on academic language.

We will measure this formatively by:

Formative growth will be measured through differentiated reading groups based on reading levels and student interest, videotaping, reading conferences, book study groups, writing groups, reading and writing journal reflections and assessments, and through the rubrics and checklists we will use to track growth in questioning and discussion.

We will measure this summatively by:

This will be assessed through project related, teacher created ELA assessments, KWL Charts, and student self-assessments.

Action Steps we will take to meet our goal:

Sixth grade will use collaborative time every other Wednesday from October through April to examine students work and plan next steps.

Give pre assessments for baseline data

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Use pre assessment data to plan teaching strategies to deepen student's questioning and discussion knowledge

Use SIOP strategies to increase student's abilities to participate in discussions and ask questions

Teach academic language to increase student's abilities to participate in discussions and ask questions

Use formative assessments to assess progress

Give checkpoint assessment mid-year

Give post assessment

Provide sentence stems to guide classroom discussions.

Technology will be used extensively to meet this goal through resources such as:

Google classroom, google docs, and google forms.

Websites to assist: Mobymax, Khan Academy, Front Row, Junior Scholastic, Newsela, Comprehension Strategies Assessment (Benchmark), Padlet, Kahoot, and KidBlog.

Music/Library/PE:

Student Learning Goal:

Between October and April students will increase their skill level of engagement, ability to lead discussions and will ask more sophisticated questions through intensive teaching of questioning and discussion skills, SIOP strategies and emphasis on academic language as measured by their justification of their answers in the specialist content areas. Students will be better able to read, write and speak grounded in evidence.

We will measure this Formatively by:

Formative assessment in class Music, Library and PE. Specific specialist formative assessments: Checklists, focus tasks, think-pair-share, student dialogue/discourse/demonstration, conferring with students, verbal/written responses, anecdotal notes, self-assessments.

We will measure this Summatively by:

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Specific specialist summative assessments: Unit pre-post tests, pre-post grade level common assessment, pre-post skills performance tests, pre-post performance tasks. (Assessments given at the beginning, middle and end of the year.)

Action steps we will take to meet our goal:

- Meet with specialist team to create/choose Accountable Talk Sentence Stems, review specialists Academic Vocabulary, SIOP strategies.
- Discuss and implement practices including questioning and discussion techniques.
- Give pre assessments for baseline data
- Use pre assessment data to plan teaching strategies to deep student's questioning and discussion knowledge.
- Use SIOP strategies to increase student's abilities to participate in discussions and ask questions.
- Teach Academic Language to increase student's abilities to participate in discussions and ask questions.
- 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
- Give checkpoint assessment mid-year
- Give post assessment

Technology-This is how we will utilize technology to meet our goal:

Students will utilize technology to research their Specialist learning content: PE: physical fitness skills, Music: Music Origins and new research, LMC: TRAILS research and skills, search and location of Benchmark/Fountes and Pinnell reading individual levelled materials.

ELL Cohort in district:

Student Learning Goal: Between October and April, if we utilize developmentally appropriate, student-friendly curriculum and assessments, then students will improve knowledge of ELA skills by utilizing rubrics, student work samples, and anecdotal notes in which students are being monitored on their progress.

We will measure this Formatively by:

Collecting student work samples, rubrics, anecdotal notes

We will measure this Summatively by:

Examine Pre- and Post-Assessment data for improvement of ELA skills

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Action steps we will take to meet our goal:

- Examine student work samples
- Select or modify rubrics based on individual student needs and developmental level
- Meet monthly with ELL team to collaborate and discuss progress of students

Technology-This is how we will utilize technology to meet our goal:

- Students will have an option to use computer assistive technology
- Students will have the option to show their learning and growth in ELA by presenting progress/growth via technology forum

Action Plan for the School to Address the Target Area to in order to meet the Achievement Goals:

<i>Learning Opportunities for Students</i>	<i>Description of the Learning Opportunity</i>	<i>Schedule</i>
As part of progress monitoring, what are you doing to help students who are still not meeting proficiency?	Daily 5 ELA Blocks utilizing parent volunteers Intervention Blocks at all grade levels Extra assistance from classified staff and parent volunteers Guided small groups based on student need. Intensive classroom support based on student need. Use of technology, manipulatives, new resources. Differentiated instruction through technology.	Daily; As needed
As part of progress monitoring, what are you doing for students who are meeting or exceeding standards?	Intervention Blocks at all grade levels Guided small groups based on student need. Addressing different learning styles.	Daily; As needed

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	Use of technology, manipulatives, new resources. Differentiated instruction through technology.	
Describe how your school addresses the physical, emotional, and intellectual safety conditions that allow for effective teaching and learning to take place.	Window Room. Check-in and check-out systems. Friendship groups. Seeds of Empathy. Virtue assemblies and lessons. Collegial meetings with learning support teams. Class meetings.	Daily; As needed

<i>Learning Opportunities Provided for Staff Specific to the School Target</i>	<i>Description of the Learning Opportunity</i>	<i>Schedule</i>
Whole staff learning opportunities to support the focus and intentionality of this Goal.	Professional Development Calendar on a Google Doc and Classrooms with descriptions focusing on SIOP strategies, Academic language and Danielson 3b Questioning and Discussion techniques. Collaborative Time: Grade Levels Focus on Questioning and Discussion techniques and SIOP implementation. PD: Classroom management strategies that build classroom structures that invite discussions PD: Teacher Channel videos that align to specific standard.	Admin. directed Wednesdays and Building Days Collaborative meetings

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	PD: Kate Kinsella’s work with Academic Language	
Small group, individual, voluntary learning opportunities to support the focus and intentionality of this Goal.	Staff Meeting time analyzing student work in ELA with a specific look at comprehension. Optional grade level meetings	Weekly

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

Third Grade OSPI Literacy Expectation <i>(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	Description of Intervention Practices	Monitoring Schedule
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.	<ul style="list-style-type: none"> € Use of a coach/coaches € Additional learning time within the School Day € Before and After School Programs € Family Involvement at School (and outside of school) € Targeted Professional Learning € Professional Learning Communities € Tutoring Click here to enter text.	Click here to enter text.
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?	Click here to enter text.	Click here to enter text.
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.	Click here to enter text.	Click here to enter text.

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