Edmonds
SCHOOL DISTRICT

School Improvement Plan

School Name: Hilltop Elementary
Year: 2019-2020

Section I: School Mission 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)	543	NA	**Two or More Races**	68	12.52%
American Indian/Alaskan Native			**English Language Learners**	53	9.76%
Asian	86	15.84%	**Homeless / McKinney - Vento**	7	1.29%

Black/African American	19	3.50%	Low Income	102	18.78%
Hispanic/Latino	65	11.97%	Section 504	23	4.24%
Native Hawaiian/Other Pacific Islander	5	0.92%	Students with Disabilities	71	13.08%
White	300	55.25%	Student Mobility	10	1.29%

*The data in this table is from the 18-19 school year.

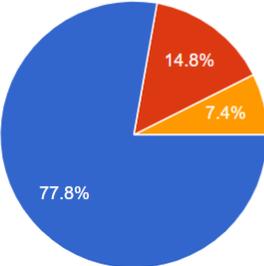**Student, Family and Community Involvement in Plan:**
Hilltop Elementary has a history of partnering with our community. Together, with our PTSA, we empower families to enrich the school experience for all students. Our PTSA sponsors both school day and evening activities that bring our community together. They provide many volunteers for our school.
 We also benefit from a longstanding relationship with Foundry 10, which provides no-cost intervention and enrichment programs for our students. Foundry 10 provides research on the effectiveness of our 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.
This year, we are ensuring that all families feel connected to Hilltop by also reaching out to families of students who are English Learners and others who may feel disconnected from the school process. Targeted focus groups will be held to find out how we can better build connections between home and school.

Section II: Reflection & Evaluation of Prior Year's Progress
Describe the progress your school made toward the improvement goals in the 2018-19 SIP.

Goal (restate the goals, whole school and opportunity gap group goals)	Narrative Reflection:
This year our growth aim will be on increasing student engagement in all content areas with a focus on students in each classroom who are not showing adequate progress academically and/or social emotionally. Teachers will collaborate in professional learning communities to study and gain knowledge of effective instructional strategies for student engagement, then implement these strategies in their classroom, which will result in student growth and improvement in all areas.	Our school hit the target based on teacher observations, student work and assessment scores. After reflection on data gathered, teachers saw that their focus students made gains in academic and SEL with the following percentages. 27 responses Our ELA SBA data from the 2018-19 school year indicated 77% of students met standard. Our goal was 80%. While we did not meet our targeted goal, this data, student work and perceptual data has indicated steady growth for all students. The students who did not meet standard, showed improvement towards meeting standard.

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

Based on the progress made this year, we would like to continue the work we started this year, adding on intentionality of learning about and then implementing academic vocabulary throughout the day. Our teachers analyzed data from a variety of sources, using a data carousel protocol. Based on our analysis, we determined that while student engagement was high, other factors were widening the achievement gap between groups of students. Teachers developed a theory of action, based on research cited in the Common Core work, that an increase in comprehension and use of academic vocabulary would support student progress across subject areas and aim to close the proficiency gap between groups of students.

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

Overall, our core instruction program is leading to an increase in the percent of students at standard in ELA and Math.

1. Based on ESSA data, the overall framework score for all student groups showed improvement from the previous year.
2. Based on ESSA data, proficiency rates for ELA and Math increased in all student groups except for English learners.
3. Based on ESSA data, Median Student Growth percentile for ELA and Math increased in every student group.
4. According the Hilltop instructors, 77.8% of Hilltop focus students made growth in academic and social emotional skills.

Areas of Needed Growth

Our core instruction and intervention programs are not closing the achievement gap that exists between our general population and our students who in our low income, English Learner, and Special Education groups.

1. Based on ESSA data, proficiency rates for ELA and Math decreased in the EL student group from the previous year.
2. Even though students with disabilities proficiency rates in ELA and Math have increased, their scores measure below standard.
3. Students who are categorized in the Low Income group in ESSA did not show adequate progress in their proficiency rates in ELA and Math.
4. Family surveys indicate that there are improvements to be made in our school-home communication practices.

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 analyses indicates needed improvement to close the achievement gap between our general population and students not yet reaching grade level standard, including many of our English Learners. As we examined this issue, we identified three potential causes for our current results: A. Lack of in-context instruction of academic vocabulary (Tier II) across

all content areas. B. Need for increased coordination of classroom, pull-out and push-in intervention services with consistent core instruction across grade levels. C. A continued need for engagement of all students, in all learning environments.

Our improvement focus will be to support all staff in strategies for English Learners and intervention strategies that benefit language acquisition of all students. We will integrate this learning with work on engagement strategies from previous years and new practices in Writing and Science instruction.

C. Additional Data Required

State Participation Rate: 95% participation required:

☒ **Area of Strength (95% or more participation)**	☐ **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? 77% met SBA ELA	**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.)** **Plan is required: YES ☐ NO ☒**
If a plan is required for your building, add in your Third Grade SBA Claim Report Data (percentages met) below: **Reading:**　　　　　　　　　　　　**Writing:** **Listening:**　　　　　　　　　　　**Research/Inquiry:**	

Section IV: Theory of Action
Theory of Action
If ongoing professional development is provided on Science and Writing instruction that also supports English Learners,

and resources and family engagement are focused on these endeavors,
then there will be greater growth and improvement for all students and accelerated growth for ELs and students not at standard.

Rationale:
Focusing on a consistent core instructional program is a needed first step to ensure that every student receives an equitable education at Hilltop. Rather than rely heavily on intervention, without refining rich core instructional practices, we are ensuring that every student benefits from being in an engaging, language-rich environment. Research from Responsive Classroom on engagement strategies is continuing to influence our classrooms. As does Hattie's meta-analysis on the effect of family engagement on student learning.

This year, we are studying vocabulary research from Isabel L Beck (2002) on the importance of Tier II academic vocabulary words. These high-utility words, such as "significant" and "factor" need to be explicitly taught, in context, because they often have multiple meanings that effect the nuances of meaning. When combined with the pedagogically-informed and researched-based practices of Amplify Science and Writing Units of Study from Columbia Teachers College Reading and Writing Project, students will get robust core instruction.. This will lead to increased student use and comprehension of academic vocabulary, which will lead to increased ELA proficiencies.

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

A. Whole School Achievement Goal:
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.

From September 2019-June 2020 scores will increase to 78%.
From September 2020-June 2021 scores will increase to 79.5%.
From September 2021-June 2022 scores will increase to 81%.

B. Opportunity Gap Goal:
As a result of the actions included in the TOA, between September 2019 and June 2022, the percentage of students who have ever been served by EL will increase the number of students at standard will increase from 64% to 74% based on the Smarter Balance state assessment.

From September 2019-June 2020 scores will increase to 68%.

From September 2020-June 2021 scores will increase to 71%.
From September 2021-June 2022 scores will increase to 74%.

Section VI: Action Plan

This year our growth aim will be on increasing student engagement and use of academic language in all content areas. We will be collecting data on students, including EL students, in each classroom who are not showing adequate progress academically and/or social emotionally. Teachers will collaborate in whole-school professional development, work with instructional coaches, and professional learning communities to continue to study and gain knowledge of effective instructional strategies for student engagement and academic vocabulary. Professional growth in academic language structures that support greater levels of language acquisition of English Learners and the learning of all students will be partnered with refining core instructional practices and curriculum alignment. Implementation of these strategies by all teachers and specialists will result in student growth and improvement in all areas.
Using Science and Writing as the content vehicle, teachers will measure progress in engagement levels and acquisition of academic vocabulary by analyzing growth in student work, pre and post assessments, observational data, surveys, etc. Resources to meet this goal could include but not be limited to research-based instruction on learning from John Hattie, Charlotte Danielson, Responsive Classroom, Teachers College Reading and Writing Project, Amplify Science, Universal Design For Learning, Marzano and EL specific work (SIOP and GLAD).

Plan for 2019-20 (Include those key actions you will take this year to reach your student outcome and adult practice goals.):

Key Improvement Action	Description	Timeline
Example: Increase instructional staff capacity to support our English learners	**Example: Our professional learning plan will focus on developing our collective understanding of the stages of second language acquisition and the related best practices for supporting students in each stage.**	**Example: Ongoing through 2019-20 school year**
Clarify common language and theory of improvement the	Through the transition in school leadership and throughout the school year, stakeholder groups will be	July-February

school community is looking for.	consulted and data analyzed to determine shared beliefs around areas of growth for students at Hilltop.	
Align core instructional practices.	All means All. Identify what <u>all</u> students at Hilltop receive as baseline data. Revise and adjust common understanding. Calibrate with district expectations and best practices via PD. Professional development on curriculum through consulting with instructional coach, labs, and collaborative planning sessions.	September-May
Increase capacity to support English Learners, and all students, via language acquisition and instructional strategies.	Provide professional development on academic language supported though both content and language objectives. Utilize a co-teaching and push-in support model by the EL teacher.	August-June
Increase capacity for teachers to analyze data and plan for differentiated "next steps."	Provide tools and curricular resources to connect assessment to actions for students whose needs are not met by core instruction alone. Provide time and knowledge for PLCs to monitor student progress and adjust student support. Whole school participation in MTI cycles.	August-June
Coordinate intervention from specialists with classroom-based interventions .	Coordinate intervention schedules to prevent students from being pulled from core instruction. Provide time during MTI meetings to articulate student needs and devise systems for exchanging notes on student progress.	August-June
Provide extended	Foundry 10 grant will be utilized to	March/April

day reading interventions twice weekly for 8 weeks.	provide after school reading tutoring.	
In-context instruction on Tier II vocabulary.	Teachers, of all subjects, will generate discussions on multiple meanings of tier II words, explicitly teacher words in written directions. Students will be encouraged to utilize revise for specific vocabulary and use of transitional phrases in writing.	September-June
Building capacity for increasing student talk.	Identifying the importance of accountable talk to develop use of academic vocabulary, build knowledge in all subject areas (i.e. math, reading, science, music, health,) and supporting planning processes for all genres of writing.	January-June

Plan for Years 2 & 3

2020-2021:
> Continued focus on increasing capacity to support English Learners and engage all students by utilizing and aligning core instructional practices, including reading instruction, and accountable talk strategies.

2021-2022:
> Continued focus on increasing capacity to support English Learners and engage all students by aligning core instructional practices, including math instruction. and accountable talk strategies

Section VII: Grade Level/Specialist/Department Goals

Grade Level/Department/Team: Kindergarten
Goal: From October through April, we will be using instructional strategies and practices to increase student engagement and knowledge of academic vocabulary, especially in the area of science and literacy. I will collaborate in my professional learning community to continue to study and gain knowledge of effective instructional strategies for student engagement and academic vocabulary, then implement these strategies in my classroom, which will result in student growth.
We will measure this formatively by:
Descriptions of the kids' writing
Running Records comprehension questions
Vocabulary and language used in Story Sequencing
We will measure this summatively by:
Running Records
Action steps we will take to meet our goal:
    -Cognitive content dictionary
    -Use of Benchmark vocabulary strategies
    -Use of Amplify science unit
Technology — this is how we will use technology to support meeting our goal:
-Imagine Learning for ELs

Grade Level/Department/Team: 1st Grade --TBD
Goal:
We will measure this formatively by:
We will measure this summatively by:
Action steps we will take to meet our goal:
Technology — this is how we will use technology to support meeting our goal:

Grade Level/Department/Team: Second Grade
Goal: Between September, 2019 and May, 2020, 80% of students will demonstrate at least one year's worth of growth in writing tasks.
We will measure this formatively by: On Demand assessments scored by Units of Study rubric, science journals, small groups and conferring
We will measure this summatively by: On Demand assessments scored by Units of Study rubric
Action steps we will take to meet our goal: Professional development, MTI & PLC meetings, alignment of curriculum across the grade level and in-context instruction on academic vocabulary
Technology — this is how we will use technology to support meeting our goal:
Imagine Learning for ELs

Grade Level/Department/Team: Third Grade
Goal: Between September, 2019 and June, 2020, 80% of third graders will make growth on the use of academic vocabulary as measured by the Units of Study Writing rubric in the areas of elaboration and craft.
We will measure this formatively by: science discussions and writing in journals, on-demand writing assessments and self assessments
We will measure this summatively by: SBA, on-demand writing, running records, pre-post science assessments
Action steps we will take to meet our goal: The third grade team will examine student work, calibrate, and plan next instructional steps. The team will identify effective instructional strategies for improving academic vocabulary, implementing these strategies in the classroom and reflecting on their efficacy.
Technology — this is how we will use technology to support meeting our goal: Science Lessons

Grade Level/Department/Team: Fourth Grade---TBD
Goal:
We will measure this formatively by:
We will measure this summatively by:
Action steps we will take to meet our goal:
Technology — this is how we will use technology to support meeting our goal:

Grade Level/Department/Team: Fifth Grade
Goal: Between September, 2019 and June, 2020, students will increase their use and understanding of academic vocabulary in all content areas this will be evident by students reading below grade level standard will move at least three levels.
We will measure this formatively by: TC Running Records, Benchmarks CSAs, On Demand Writing Assessments scored in "craft" and "transitions**"**
We will measure this summatively by: SBA ELA
Action steps we will take to meet our goal: The fifth grade team will meet to identify academic vocabulary and discuss instructional strategies to deepen understanding.
Technology — this is how we will use technology to support meeting our goal: Amplify Science resources, Hapara to view student writing

Grade Level/Department/Team: Sixth Grade

Goal: Between September, 2019 and June, 2020 80% of sixth grade students will show growth in their use of academic vocabulary in the craft area of writing using Common Core-aligned rubrics from Units of Study for Writing rubric.

We will measure this formatively by: writing and reading responses, science and social studies writing

We will measure this summatively by: SBA ELA

Action steps we will take to meet our goal: The sixth grade team will work together to identify strategies to support EL and students not progressing in ELA.

Technology — this is how we will use technology to support meeting our goal: Amplify Science resources, Hapara to view student writing