



# School Improvement Plan

**School Name: Edmonds Elementary**

**Year: 2020-21**

## Section I: School Mission, Vision, and Demographics:

**School Mission and Vision:** It is our mission and vision at Edmonds Elementary School to build a community where learners are nurtured to become self-directed, productive, responsible individuals, who demonstrate concern for themselves, for others, and for our world through a partnership of students, staff, parents, and community.

### School Demographics:

Group	Number of Students	% of Students	Group	Number of Students	% of Students
Enrollment (October)	311	NA	Two or More Races	34	10.93%
American Indian/Alaskan Native	2	0.64%	English Language Learners	19	6.11%
Asian	13	4.18%	Homeless/McKinney-Vento	6	1.93%
Black/African American	7	2.25%	Low Income	49	15.76%
Hispanic/Latino	28	9%	Section 504	21	6.75%
Native Hawaiian/Other Pacific Islander	1	0.32%	Students with Disabilities	52	16.72%

White	226	72.67%	Student Mobility	3	0.96%
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**Student, Family and Community Involvement in Plan:**

Edmonds Elementary formally and informally solicits student, family, and community involvement in planning improvement efforts. We seek input and feedback for ideas that inform the plan and process through the following avenues.

- Goals and progress are shared at PTA Board Meetings and General Meetings, ongoing during the school year
- Parent Events (online this year of pandemic) provide informal input on teaching and learning as well as individual student experiences
- The Equity Team reviewed inclusion and social emotional learning efforts and will inform future improvement through examining the plan and process with an equity lens
- Home and School Connections (parent conferences, classroom) inform classroom level efforts
- School newsletters are used to communicate improvement efforts
- Surveys (students and families) provide valuable data to inform the plan at both the school and classroom level

**Section II: Reflection & Evaluation of Prior Year’s Progress**

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

<b>Goal (restate the goals, whole school and opportunity gap group goals)</b>	<b>Narrative Reflection:</b>
Compared to 77% of 3-6 graders in spring 2019, 79% of 3-6 graders will meet or exceed standard on the Smarter Balanced Math Assessment in Spring 2020.	SBA - Data for 2019-20 was not available due to the Covid-19 pandemic. Staff monitored data through MTI processes in the 2019-20 school year which indicate continued work on our goals is appropriate. The iReady Diagnostic Assessment in Math was administered to all 1 <sup>st</sup> through 6 <sup>th</sup> grade students at the beginning of the 20-21 school year.



	<p>September/October 2020 iReady data indicates that 83.5% of students in grades 3-6 are at grade level for fall.</p> <p>The SBA assessment results, spring 2019, showed that 77% of our students in grades 3-6 met or exceeded standard on the Smarter Balanced Math Assessment in Spring 2019. These results were higher than our expected proficiency goal of 72% of students.</p> <p>These results were based on strong test results for students in grade 3 and increased levels of performance for students in grades 5 and 6 from the previous school year.</p> <p>Our building focused on the understanding and use of correct Math vocabulary through instruction and student learning activities. Our goal will be to maintain or slightly increase the level of student proficiency during the 2020-21 school year.</p>
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**How has the progress described above informed your school’s improvement planning for this school year?**

The state did not administer the Smarter Balanced Assessment in 2020, so no data was collected. However, a staff survey provided mid-year information on strategies used to get to know students academically and strategies to learn more about their students personally. Data shared in February MTI meetings indicated that students were on a trajectory to meet the goals. Fall 2020 family connection meetings provided information to teachers regarding students’ strengths and areas for growth as well as personal interests.

**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. All grade level Smarter Balanced Assessment proficiency scores in Math and English Language Arts, grades 3-6 in Spring 2019, scored above district and state proficiency levels.



2. Edmonds Elementary School was recognized by the Center for Educational Effectiveness in 2017 and 2018 as a School of Distinction for sustained growth in Math and ELA Smarter Balanced Assessment scores over a five year period of time.
3. In grade 5, our proficiency scores for the Washington Comprehensive Assessment of Science was higher than district averages, Spring 2018.
4. By the fourth grade, a majority of our students are reading at or above grade level based on classroom based assessments and/or district assessment (independent reading levels).
5. We work as a building to implement and support Positive Behavior Interventions and Supports (PBIS) to promote and sustain a positive school culture. During the 2018-19 school year, we started collecting student behavior data (SWIS) and developed building wide cross-grade level Pods. We continue to promote the use of morning meetings and use district adopted social and emotional learning curriculum to support student growth.
6. iReady beginning of year math diagnostic indicated 87% of grades 1-6 students are where we would expect them to be for grade level, and 89% for reading.
7. On the fall district Wellness/SEL Screener, our school results were at or above district results in three of the four areas:
  - a. Bullying – 92% favorable responses
  - b. Positive Feelings – 71% favorable responses
  - c. Challenging Feelings – 66% favorable responses

**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. While our Smarter Balanced Assessment scores in spring 2019 reached proficiency levels above district and state proficiency levels in all grade levels and content areas (Math, ELA and Science) the proficiency level growth on a year to year comparison has been relatively flat. There is room for growth in having more students reach proficiency especially in the areas of English Learners and Special Education. Overall, our growth in ELA was lower than growth in Math for Smarter Balanced Assessments, spring 2019. We believe this can be addressed through examining Common Core State Standards across content areas and vertical alignment across grades K-6 to target instruction.
2. We have observed through SBA summative data, that current 5th and 6th grade students remain at approaching or below standard across two or three consecutive years of SBA assessment scores. We believe this can be addressed by knowing the

relative strengths and lagging skills for students to target instruction and interventions connected to SBA content strands/targets.

3. We have observed through district Literacy assessments that some students in primary grades 1-3 remain at approaching or below standard across two or three consecutive school years. We believe this can be addressed by knowing the relative strengths and lagging skills for students to target instruction and interventions connected to literacy. We can also use common math assessments across grade levels to understand student learning progress for targeted instruction and interventions.
4. iReady data indicate areas for growth in Geometry, which is typically an end of year unit. It is not surprising that the data shows an area of growth due to the fact that most of geometry instruction was missed in the spring due to the pandemic.
5. Wellness/SEL Screener data from the fall indicates an area of growth in "Positive Relationships". When we examine the responses closer, of the three questions on this topic:
  - a. 87% of students indicated they have a teacher or other adult from school they can count on to help them "no matter what" – this is a positive
  - b. Only 34% of students indicated they feel connected to the adults at school right now.
  - c. 40% of students feel connected to other students.

Again, this data is not surprising considering school was fully remote at the time the screener was administered.

### C. Additional Data Required

**State Participation Rate: 95% participation**

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

### D. Third Grade OSPI Literacy Expectation:

(From 2018-19)

<b>What Percentage of Third Graders Met or Exceeded standard on the SBA ELA?</b>  83% of 3rd graders	<b>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.)</b>  <b>Plan is required: YES <input type="checkbox"/> NO <input checked="" type="checkbox"/></b>
<b>If a plan is required for your building, add in your Third Grade SBA Claim Report Data (percentages met) below: N/A</b> <b>Reading:</b> <span style="margin-left: 150px;"><b>Writing:</b></span> <b>Listening:</b> <span style="margin-left: 150px;"><b>Research/Inquiry:</b></span>	

## Section IV: Theory of Action

### Theory of Action

If we as a staff intentionally get to know our students by name, strength and need on personal and academic levels, and use this knowledge to engage students in differentiated learning activities; then we expect our students who have historically been approaching standard to subsequently meet standard in core content subject matter.

### Rationale

To ensure student learning, staff must find the balance in understanding and knowing their instructional content while also knowing their students. Students learn through active intellectual content-based engagement. Teachers must find student content gaps or misunderstandings to plan effective and appropriate learning activities. Getting to know students and their lives outside of school (interests, family and cultural traditions, neighborhoods), considering non-English speakers, and students with other special needs, helps teachers to plan content lessons and identify resources in order for all students to learn. (Charlotte Danielson TPEP Framework)

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

### A. Whole School Achievement Goal(s)

Compared to 77% of 3-6 graders in spring 2019, 79% of 3-6 graders will meet or exceed standard on the Smarter Balanced Math Assessment in spring 2020.

Alternatively, if there is no SBA administered by the state, compared to 83.5% of 3-6 grade students at grade level on the beginning of year iReady Diagnostic Assessment in Math, 87% of students will be at or above grade level standard.

**B. Opportunity Gap Goal(s):**

We believe that all students can learn and achieve success. We would like to close the opportunity gap for students who have been approaching or below standard on their Math SBA assessment over a span of two to three years to meet standard. This opportunity gap group spans across gender, ethnicity, socioeconomic status, student in special education, and English learners.

**C. Connections to Blueprint 2025 Metrics**

Increased achievement in ELA, Math and Science.

**D. Social Emotional Learning Focus**

It is no surprise that students have reported low rates of bullying, but also low rates of feeling connected to each other with positive relationships considering the pandemic environment requires classes to take place remotely. Students do not see each other in person during the school day as they usually might. This reinforces that focusing on knowing students personally as well as academically will help us support them. We will utilize regular Wellness and SEL screening by Panorama as supported by district efforts. Staff will continue the work of engaging students through morning meeting and district adopted curriculum for social emotional learning (Second Step), Responsive Classroom.

**Section VI: Action Plan**

**Plan for 2020-21:**

Key Improvement Action	Description	Timeline
Increase instructional practice in knowing our students by providing staff development in Social Emotional Learning to foster	Our professional learning plan will focus on strategies to know our students socially and academically. This targets both classroom and specialist teachers in how we can use informal and formal ways to gather relevant information.	Ongoing through the 2020-21 school year with checkpoints in January 2021 and May 2021.

relationships with and among students, and building data literacy about who students are and where they are in their learning.		
Increase differentiation of learning activities (based on student knowledge) to promote student learning through building data literacy about who students are and where they are in their learning as well as implementing grade level strategies for small groups	Our professional learning plan will focus on strategies of using student information to develop and target differentiated instruction and learning activities to promote student learning. This could include learning activities with multiple approaches or learning modalities and appropriate use of student groupings to support learning.	Ongoing through the 2020-21 school year using teacher evaluation cycles and PLC discussions
Increase in our belief that all means all - all students are our students by fostering collaboration among specialists and general education teachers.	Our professional learning plan will focus on strategies to increase an understanding of supporting and knowing all students across the entire building	Ongoing through the 2020-21 school year using PLC discussions, staff perceptual surveys, and teacher evaluation cycles

**Plan for Years 2 & 3:**

**2021-2022 and 2022-23:**

We plan to build on our professional learning plan from 20-21 to continue the instructional strategies of knowing our students by name, strength and need, personally and academically, and differentiating instruction to meet student learning needs. The plan will develop in areas that were not fully adapted or successful from 20-21 to continue positive forward momentum to develop staff instructional strategies to know students and apply



this knowledge for targeted learning instruction. The plan will find ways to incorporate family survey feedback into our school based plan.

## **Section VII: Grade Level/Specialist/Department Goals**

### **Grade Level Team: 6th Grade (2020-2021)**

**Goal:** We will get to know students and their understanding of rates and proportions through pre-assessment chapter tests and interim testing. Students will be able to meet the grade level standards for using rates and ratios in problem solving.

#### **We will measure this formatively by:**

- Pre-test for chapters 1 and 7
- Quick quizzes throughout chapters 1 and 7

#### **We will measure this summatively by:**

- Posttests with chapters 1 and 7
- Interim testing

#### **Action steps we will take to meet our goal:**

- Grade level communication for collaboration of materials and instructional strategies
- Continue connections back to Common Core State Standards
- Determine most important aspects of curriculum resources (utilizing differentiated materials for students at, above, or below standards)
- Create differentiated groups based on pre-unit assessments
- Target instruction to meet individual, small group or whole group learning needs

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

- Interim pre and post tests
- Extension projects for students to create (google slides) regarding usage of proportions and unit rates in real-world scenarios

### **Grade Level Team: 5th Grade**





**Goal:** If we as a 5th grade team intentionally get to know our students and their understanding of number sense and the place value system. To be able to perform operations with fractions, multi-digit whole numbers and decimals. Through pre-assessment chapter tests and interim testing. Students will be able to meet their grade level standards using number sense in problem solving.

**We will measure this formatively by:**

- Pre-assessment on Number Sense and Place Value units
- Quick quizzes throughout the chapter
- Small group check-in, anecdotal notes
- Monthly data from iReady math practice

**We will measure this summatively by:**

- Math interim tests
- iReady diagnostic assessments
- Post-assessment on Number Sense and Place Value units

**Action steps we will take to meet our goal:**

- Grade level communication for collaboration of materials and instructional strategies.
- Determine most important aspects of curriculum resources (utilizing differentiating materials)
- Create differentiated groups, based on pre-unit assessments
- Target instruction to meet individual, small group and whole class learning needs.

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

- Interim testing
- iReady math practice and reports

**Grade Level/Department/Team: 4<sup>th</sup> Grade**

**Goal:** If we as a 4th grade team intentionally get to know our students by name, strength and need on a personal and academic level and use this knowledge to engage students in differentiated learning activities, 4th grade students will demonstrate growth in Numbers and Operations Base Ten.





**We will measure this formatively by:**

- Math Expressions Unit Pretests
- Math Expressions Quick Quizzes
- iReady Math Diagnostic information and personalized instruction progress
- Student learning reflections

**We will measure this summatively by:**

- Math Expressions Unit Tests
- End of Year iReady Math Diagnostic
- iReady Growth in personalized instruction

**Action steps we will take to meet our goal:**

- Pre assess students
- Teachers review assessment results together
- Teachers use pre assessment data to determine small group differentiation
- Use Quick Quiz data and iReady individual instruction data to drive small group instruction
- Have students reflect on learning needs
- Provide targeted review sessions
- Post Assessment
- Teachers review assessment results together and make instructional decisions about next steps

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

- Canvas (LMS) to distribute video lessons and supporting work
- Canvas quizzes
- Pear Deck Slides
- iReady Math
- Kami (Used to respond on PDFs)

**Grade Level/Department/Team: 3<sup>rd</sup> Grade**

**Goal:** If we as a 3rd grade team intentionally get to know our students by name, strength and need on a personal and academic level and use this knowledge to engage students in differentiated learning activities, 3rd grade students will demonstrate growth in Number Sense: understanding of place value properties of operations to perform addition, subtraction, multiplication and division with a higher degree of accuracy.





**We will measure this formatively by:**

- iReady Math Diagnostic for Number Sense (Beginning, Middle and End of Year measures)
- Regular teacher check-ins on student's individual progress on iReady
- End of Unit Expressions assessments
- Khan Math Academy progress reports
- Math Problem Solving Journal
- Exit tickets to gain insight regarding individual understanding of math concepts and self-perceptions of math problem solving skills.

**We will measure this summatively by:**

- iReady Math Diagnostic for Number Sense (Beginning, Middle and End of Year measures)

**Action steps we will take to meet our goal:**

- We will meet regularly as a team to discuss our progress toward our Number Sense goal.
- We will look at specific data mentioned above and adjust units as needed.
- If we find that students are not making adequate growth in Number Sense, we will add additional strategies as needed.
- Some ideas may be additional iReady lessons that we teach to the class and/or adding in homework or additional practice from the Expressions math curriculum.

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

- Students will use the iReady online program to practice their Number Sense skills. They will use the same program to take Diagnostic assessments as well.
  - We will use Think Central to have students take End of Unit Expressions assessments.
  - Students will also use Canvas to post some of their Expressions assignments.
  - We will use our document cameras to project lessons as we teach.
  - We will also use Loom or We Video to do recordings of individual lessons. Students will continue to have access to additional Number Sense practice through Khan Academy Math for the remainder of the school year.
  - We will use daily Zoom sessions with our students and to meet as a team when needed.
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**Grade Level/Department/Team:** Second Grade

**Goal:** If we as a 2nd grade team, intentionally get to know our students by name, strength and need on a personal and academic level and use this knowledge to engage students in differentiated learning activities, 2nd grade students will demonstrate growth in adding and subtracting within 100.

**We will measure this formatively by:**

- Daily class observations
- Homework
- iReady progress

**We will measure this summatively by:**

- Unit Math Tests
- iReady 3x year Assessments
- 2<sup>nd</sup> Grade District Assessment

**Action steps we will take to meet our goal:**

Intentional daily teaching and assignments. Forming of small groups as needed for additional support and intervention based on observations, homework, and test results. Group members may change based on individual students' learning needs and learning progress.

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

We regularly use technology to research best practices and new ideas to incorporate in our daily class instruction, assignments, and small group work. We use Zoom and Seesaw to engage and challenge students at all levels. Independent math practice is available through iReady, Prodigy, and other online math programs.

**Grade Level Team: First Grade**

**Goal:** If we as a 1st grade team intentionally get to know our students on a personal and academic level and use this knowledge to engage students in differentiated learning activities, first grade students will show growth in producing beginning, middle and end sections in their narrative writing, expository and persuasive writing.





**We will measure this formatively by:**

- Conference/observation notes during and after targeted learning activities
- Two to three on demand writing prompts for narrative writing

**We will measure this summatively by:**

- Pre and Post Writing Rubric from Lucy Caulkins
- Identifying students' beginning, middle and ending sections in their writing

**Action steps we will take to meet our goal:**

- Ongoing grade level team conferences to understand writing skill progression
- Ongoing grade level team conference to view and score student writing samples

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

- Seesaw for collecting writing and communicating feedback with students
- Zoom class for instruction

## **Kindergarten Team SIP Goal 2020 / 2021**

**Goal:** If we, as a Kindergarten team intentionally get to know our students by name, strength and need on a personal and academic level and use this knowledge to engage students in differentiated learning activities, our students will demonstrate growth in describing parts of sets of up to twenty. (KCCC7, KCCC8)

**We will measure this formatively by:**

- Progress Monitoring with Observational assessments, TSGold objective 20 b, Teacher created/assigned activities in SEESAW (as it may apply for assessments), Math expressions (as it may apply for assessment), . iReady Math
- Individual and Group responses to skills taught
- Conversations/observations with/of students about their math thinking/reflections (video (Seesaw) or written)

**We will measure this summatively by:**

- iReady Math
  - Math Expressions Assessments
  - Seesaw Assessments
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### **Action steps we will take to meet our goal:**

- We will complete TS Goal 20b observations, include “uses numbers concepts and operation activities during weekly activities”.
- Quick check- “through daily/weekly activities”
- Progress Monitoring - “meeting individually or small groups”
- As a result of individual or group progress monitoring, we will identify students for focused instruction and interventions to address student learning needs.

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

- Through activities using Seesaw, iReady, Zoom

### **Grade Level/Department/Team: Specialist - Library**

**Goal:** If I, as a specialist, intentionally get to know my students on personal and academic levels and use this knowledge to engage students in differentiated learning activities, I am contributing to the effort of moving students who have historically been approaching standard to subsequently meet standard in the area of literacy.

### **I will measure this formatively by:**

- Student and classroom observations
- Discussion and questioning techniques
- Presentations
- Reflections
- Interest surveys

### **I will measure this summatively by:**

- Teacher’s College Running Records
- DIBELS
- iReady diagnostic reports
- SEL – Social Emotional Learning survey

### **Action steps I will take to meet my goal:**

- I will review current and historical literacy assessments for these students.
- I will intentionally engage students in discussions about reading preferences and interests.
- I will use the idea that books can be windows (see the world) and mirrors (connections).

- I will emphasize social and emotional connections with text.
- I will informally survey students about their reading interests.
- I will differentiate lessons based on the students' needs taking into account their varied learning environments and social emotional needs.

**Technology — this is how I will use technology to support meeting my goal:**

- I will use digital tools such as Canvas, Seesaw, Zoom and Google Docs to interact with students; collaborate with peers; gather information and assess student work.

**Grade Level/Department/Team: Music**

**Goal:** If I, as a specialist, intentionally get to know my students by name, strength and need on a personal and academic level and use this knowledge to engage students in differentiated learning activities, music students will demonstrate growth in their ability to identify standard music notation and share their thinking about musical decisions.

**I will measure this formatively by:**

- Using self-assessments (verbal, visual, and occasionally written)
- Observation during activities
- Student and teacher questioning
- Individual reflections
- Rubrics and checklists
- Playing/singing/written quizzes

**I will measure this summatively by:**

- Performance based assessment
- Written assessment
- Student self-reflection

**Action steps we will take to meet our goal:**

- Create and use an effective way to organize data recorded through Seesaw.
- Find, develop and use strategies for students to self-assess in music.
- Plan when and what to assess for each grade.
- Find/create performance based assessments
- Find/create performance based rubrics.
- Plan activities that allow for student sharing and expression.



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

- I will use Canvas and Seesaw to share information with students and to gather data on student performance.
- I will use music composition websites to allow students to work independently to compose music.
- I will use advanced Zoom features such as polling, breakout rooms, and the whiteboard.
- I will use YouTube to find musical examples for students to analyze/interact with/ and reflect on.

**Grade Level/Department/Team: Physical Education**

**Goal:** If we as specialists intentionally get to know our students by name, strength and need on personal and academic levels and use this knowledge to engage students in differentiated learning activities, we are contributing to the effort of improved achievement for all students. Students in Physical Education will be able to create fitness goals, have the opportunity to use problem solving skills and strategies and see the value of persistence and determination which will translate to similar skills in the classroom.

**I will measure this formatively by:**

- Classroom observations
- Zoom polls
- Student and teacher questioning
- Individual and Partner reflection
- Canvas assignments

**I will measure this summatively by:**

- Students will reflect and look at their fitness goal shared on Flipgrid in the beginning of the year and evaluate how they progressed towards their goal throughout the year.
  - Students will also demonstrate on the Fitness CBA test their knowledge of the Five Components of Fitness: Cardiorespiratory Endurance, Muscular Strength, Muscular Endurance, Flexibility and Body Composition.
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### **Action steps I will take to meet our goal:**

In order to meet the specific P.E. goal, I will need to establish how I will regularly present my learning outcomes and lessons. I will make sure that my activities and lessons correlate with the stated outcomes and design effective assessments.

### **Technology — this is how I will use technology to support meeting my goal:**

Within my weekly Live Zoom classes, I will create opportunities for individual and group reflection on how students are progressing towards their fitness goals either through Zoom polls, the chat feature or breakout rooms. I will use Flipgrid within Canvas so that students can record videos of their fitness and health goals for the year.

### **Specialist Goal: Special Education/LAP**

**Goal:** If we, as a SPED/LAP team intentionally get to know our students by name, strength and need on a personal and academic level and use this knowledge to engage students in differentiated learning activities, our students will demonstrate growth in at least one area of phonemic awareness (examples: rhyming, first sound fluency, syllables, blending, segmenting words).

### **We will measure this formatively by:**

- Progress Monitoring with Acadience, Phonological Assessment Screener for Intervention (PASI) and Phonics Screener for Intervention (PSI)
- Individual and Group responses to skills taught in the 95% group curriculum (segmenting, blending, syllables, first sound, compound words)
- Conversations with students about reading, as well as journal reflections (video or written) with thoughts about reading, observations of students reading
- Phonological Awareness assessments

### **We will measure this summatively by:**

- Acadience Benchmark
- PASI and PSI Benchmark assessments
- Phonological Awareness assessments

### **Action steps we will take to meet our goal:**

- We will meet with students 3-4 days a week for 15-30 minutes and pull out sessions in small groups.
  - We will work on Phonological Awareness and Phonics skills. Instruction will be based on each students' specific needs and will change based on their progress and needs throughout the year.
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- We will check in with students daily in our groups and every 3 weeks with various assessments including progress monitoring. 3 times a year all qualifying IEP students participate in Benchmark assessments (including Acadience, PASI, and phonological awareness assessments).
  - As a result of individual or group progress monitoring, we will alter my instruction and interventions to address student learning needs.

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

- We regularly use technology to research best practices and new ideas for how to reach students' needs. We also access curriculum materials using technology on a regular basis.
- 