Edmonds
SCHOOL DISTRICT

School Improvement Plan

School Name: Brier Elementary

Year: 2020-21

Section I: School Mission, Vision, and Demographics:

School Mission: Brier Elementary School Mission Statement: The Brier Elementary School family will promote experiences which will provide students with a foundation for the development of knowledge, skills, and attitudes fundamental to achieving individual satisfaction needed for a happy and fulfilling life. Students will become responsible, contributing citizens in a rapidly changing and increasingly interdependent world.

School Demographics:

Group	Number of Students	% of Students	Group	Number of Students	% of Students
Enrollment (October)	462	NA	Two or More Races	62	13.42%
American Indian/Alaskan Native	1	.22%	English Language Learners	33	7.14%
Asian	39	8.44%	Homeless/ McKinney-Vento	0	0%
Black/African American	13	2.81%	Low Income	69	14.94%
Hispanic/Latino	57	12.34%	Section 504	19	4.11%

Native Hawaiian/Other Pacific Islander	2	.43%	Students with Disabilities	69	14.94%
White	288	62.34%	Student Mobility	11	2.38%

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

Student, Family and Community Involvement in Plan:
We communicate with our families about our school goals at Curriculum Night and Open House. In addition, families with students who are multilingual and for whom English is a second language are involved with Family Connections meetings. These meetings were created based on feedback from our work the previous year. We were meeting every other month with families for whom English is a second language to strengthen connections and to provide information on topics they requested. Our next step is to find ways to involve stakeholders in the planning process. The Covid 19 pandemic and school closure currently impacts this process.

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

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

Goal (restate the goals, whole school and opportunity gap group goals)	Narrative Reflection:
School Goal: If the administration provides training and time for staff to work together to develop and implement intentional lesson planning in literacy and math and teachers utilize best teaching practices that reach all learners, specifically targeting students who are multilingual and English is their second language, then we will narrow the gap and racial predictability and disproportionality that exists between our highest and lowest performing student groups. We believe that working in partnership with families and the community is key to student achievement. Below are the specific growth areas and a reflection on our progress.	
Professional Learning	• Our professional learning, modeling UDL techniques, focused on UDL lesson planning domains, EL strategies, and deepening our learning of previous professional learning on Responsive Classroom techniques, trauma informed practice, brain development, and behavior. Built into professional learning was

	reflection/sharing out of instructional moves made during the week.
	• District EL leaders provided EL training at two learning sessions.
	• Lesson planning time built into professional learning~ positive response from staff
	• Learning walks: Two learning walks per month. One enabled staff to observe others and to talk about instructional practice moves the other focused on observing students who are EL.
	*Our professional learning is formed by our Professional Learning Team (PLT) which is a leadership team of 6 staff members and the Principal. We did not have data from our annual Building Survey due to Covid19 school closure but exit tickets and feedback from staff reflect learning. In addition, feedback from the learning walks indicate learning and using this learning to adjust instruction.
Attendance of students who are EL	• According to Homeroom data: 2019-2020 School wide attendance rate was 90.42% and students who are EL had 81.81%. 2018-2019 the school wide attendance rate was 90.5% and students who are EL was 76%.
	*Our attendance rate for students who are EL improved 5.81%.
Imagine Learning usage	• Some progress made: staff professional learning on 11/20 regarding Imagine Learning and data reports. Data collection reporting process was negatively impacted by various factors.
	*Next steps: monthly usage reports review; reach out to families regarding use at home.
Family Connection Meetings (with families who are EL)	Three family connection meetings (Sept 11, Nov 20, Jan 23) were able to occur before the school closure. Each focused on connections and talking about topics the families identified as important. Families wanted to and we had started planning a cultural fair which had to be postponed due to the Covid 19 school closure.
	• Principal made phone calls to each family with interpreter service when required, to invite families to each meeting.
	• Original schedule and description of Family Connections meetings were provided to each family in both English and their native language.
	• Materials used at Family Connection meetings were provided in native language and English.
	*This process was valuable in terms of outreach and connection to families. The families that attended reported feeling supported and were giving input. With the Covid19 closure, we are exploring ways to continue this outreach remotely.

EL/Gen Ed communication	*While some progress was made, this area was impacted by a variety of factors. This is an area of continued growth.

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

We made strides towards our goals (increased professional learning focus on EL, staff learning walks that focused on instruction and EL engagement, Family Connection meetings and attendance outreach). We saw some overall improvements but there is still an achievement gap between our multilingual learners for whom English is a second language and their non-English language learner peers. Based on these data, we know we need to continue to further our work in addressing this gap.

What impact did the school closure have on your school's improvement work? With regards to your action plan, what steps were you able to complete or maintain; what steps you unable to complete?

The Covid 19 school closure greatly impacted our work as we lost three months on which to focus on our goals. During these three months, we were dealing with a worldwide pandemic and learning to do remote instruction. While we are proud of the work we accomplished during the closure (material distribution, outreach, providing special education services), we were faced with many unknowns and we were not able to focus primarily on our SIP goals. Another challenge was attendance being optional. We encouraged attendance and conducted outreach but many families chose to disengage due to the stress and worry related to Covid 19.

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. Our attendance and outreach efforts are showing success for students who are multilingual learners for whom English is a second language. According to Homeroom data, students who are English language Learners had an attendance rate of 81.81% in 2019-2020 up from 76% in 2018-2019.
2. ELPA data reflects overall strengths in the listening and reading domains.
3. Panorama Wellness Screener data given this fall to 3rd-6th graders reflects strengths. We are above district averages in 3/4 areas (Challenging feelings, Supportive relationships, Positive feelings,) and at the district average in the 4th (bullying)

4. Panorama SEL survey data continue to show we are above district averages, K-6, in all areas (Social awareness, Self-Efficacy, Grit, Growth mindset, Teacher-student relationships, School Safety, Sense of belonging).

Areas of Needed Growth
1. We will continue focusing outreach efforts on increasing attendance rates for students who are multilingual learners for whom English is a second language.
2. We will continue focusing professional learning on designing lesson plans (instruction) that addresses individual learning needs of all students (focusing on UDL and best practices for EL).
3. Monitor usage of Imagine Learning and implement iReady student intervention program.
4. Increase collaboration between certificated staff involved with each of our students of focus.
5. Panorama data shows that our students are consistently low on "grit" compared to the national average.
6. ELPA data shows areas of growth are speaking and writing.
7. Increase number of students who are multilingual learners for whom English is a second language that are on or above grade level in reading and math as evidenced by iReady reading and math assessment data

Multilingual learners for whom English is a second language
Reading- Beginning of Year

Grade	Emerging, at or above	Two grades below	Three or more grades below
1st grade	1 (100%)	1 (100%)	
2nd grade	5 (83%)	1 (17%)	
3rd grade	1 (25%)	3 (75%)	
4th grade	1 (33.3%)	2 (66.7%)	
5th grade			1 (100%)
6th grade			1 (100%)

Multilingual learners for whom English is a second language
Math- Beginning of Year

Grade	Emerging, at or above	Two grades below	Three or more grades
1st grade	1 (100%)	1 (100%)	
2nd grade	5 (83%)	1 (17%)	
3rd grade	2 (50%)	3 (75%)	
4th grade	1 (33.3%)	2 (66.7%)	
5th grade			1 (100%)
6th grade			1 (100%)

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. We will continue focusing efforts on increasing the attendance rate for our students who are multilingual and for whom English is a second language. Our rate increased 5.81% last year and we will continue this focus by closely monitoring student attendance and by continuing to reach out to families to identify and address any barriers. Students must be present in order to access the learning.

2. We will implement a monitoring system to ensure students who are multilingual and for whom English is a second language have access to and are utilizing Imagine Learning and our new iReady Pathways intervention program. Student use of Imagine Learning has been inconsistent in the past and we believe using IL and the new iReady intervention will help target necessary skills and increase learning.

3. We will continue to target professional learning for staff around planning lessons based on the learning needs of students. Implementing the right support tools to ensure access to and learning of the content. We believe that by implementing and refining these practices, along with improving collaboration across content areas, all students will benefit.

4. We will also be delivering school-wide SEL to address grit/perseverance.

C. Additional Data Required

State Participation Rate: 95% participation required

❏ X 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 in 18-19? **85%**	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 X ☐
If a plan is required for your building, add in your Third Grade SBA Claim Report Data (percentages met in 18-19) below: **Reading:** **Writing:** **Listening:** **Research/Inquiry:**	

Section IV: Theory of Action

Theory of Action:
If the administration provides training and time for staff to work together to develop and implement intentional lesson planning in literacy and math and teachers utilize best teaching practices that reach all learners, specifically targeting students who are multilingual and for whom English is a second language, then we will narrow the gap and racial predictability and disproportionality that exists between our highest and lowest performing student groups. We believe that working in partnership with families and the community is key to student achievement.

Rationale
- We will continue to increase the rigor of our instructional practice for all students and especially our students who are ELL. (I.e. increased relevance, deeper level questioning, student discourse, and intentional teaching of academic vocabulary especially Tier 2) "Disproportionately, diverse students remain dependent learners due to instructional decision-making that slows down instruction and waters down the curriculum." (Hammond,

2019) "We often mistake their cultural and linguistic differences for intellectual deficits (Knapp, 1991).

- We believe that intentional lesson planning using these rigorous instructional practices will allow teachers to more consistently use them and student learning will become more engaging and rigorous. Universal Design for Learning http://udlguidelines.cast.org/more/research-evidence
- We believe that by continuing to strengthen our social emotional learning (SEL) work our students will have the social emotional skills necessary to access their academic instruction. We will continue our Responsive Classroom focus, analyze our Panorama data, and implement interventions based on this data. Responsive Classroom: importance of social emotional learning

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

A. **Whole School Achievement Goal(s):** As a result of the actions included in this plan, we expect to see a 5% decrease in the number of students in first-sixth grades who are scoring one or more grade levels below in reading and math on the iReady assessments. Our goal will be 86% meeting standard in reading and 87.7% meeting standard in math. We will also be using other formative data such as Teachers College Running Records and summative data such as SBA if available.

B. **Opportunity Gap Goal(s):** As a result of the actions included in this plan, we expect to see a 7% decrease in the number of students in first-sixth grades who are scoring one or more grade levels below in reading and math on the iReady assessments. Our goal will be 56% meeting standard in reading and 62% of our students who are ELL meeting standard in Math. We will also be using other formative data such as Teachers College Running Records and summative data such as SBA if available.

C. **Connections to Blueprint 2025 Metrics:**
   1. Opportunity and Achievement gaps: We have identified an achievement gap for our students who are multilingual and for whom English is a second language. This plan outlines steps that prioritize addressing and closing this gap.
   2. Social emotional health: Brier Elementary believes strongly that social emotional learning is the foundation to ensure academic learning. We focus heavily on creating a school climate that supports all students.
   3. Student attendance rate: We focus strongly on monitoring attendance and working with families to address barriers.
   4. State Assessment Results: Our goal is to have our students leave us at or above grade level. Summative assessments such as state assessments are used to help us identify strengths and areas of growth.

D. **Social Emotional Learning Focus:** As already stated, at BRE we believe in a strong SEL foundation. All staff have been trained in and implement Responsive Classroom techniques. Our Paraeducators have been trained in Restorative Practices and we approach discipline from this frame. We have a school wide foundation of support (Tier 1) as well as Tier 2 and Tier 3 supports. We use Panorama data as well as student and family survey information to help guide our work. Panorama data shows our students are historically low on "grit". Upon

further diagnostics, we realized this really means persevering when things are hard. We are working on a school wide plan to help address this skill gap.

Section VI: Action Plan

Plan for 2020-21:

Key Improvement Action	Description	Timeline
Increase staff's instructional capacity to support our multilingual learners for who English is a second language.	We will continue to target professional learning for staff around planning lessons based on the learning needs of students (Universal Design for Learning). We believe that by implementing and refining these practices, focusing on data, and improving collaboration across grade level and content areas, all students will benefit.	Ongoing through 2020-2021 school year
Increase attendance rate of our multilingual learners for whom English is a second language.	We will continue focusing outreach efforts on increasing attendance rates for students who are multilingual learners for whom English is a second language.	Ongoing through 2020-2021 school year
Increase use of Imagine Learning and include iReady Pathways intervention program.	We will implement a monitoring system to ensure students who are multilingual and for whom English is a second language have access to and are utilizing Imagine Learning and our new iReady Pathways intervention program. Student use of Imagine Learning has been inconsistent in the past and we believe using IL and the new iReady intervention will help target necessary skills and increase learning.	Ongoing through 2020-2021 school year.
Continue our SEL work and focus this year on grit/perseverance.	We will continue our Responsive Classroom focus, analyze our Panorama data, and implement interventions based on this data. We are developing a school-wide plan to address grit/perseverance.	Ongoing through 2020-2021 school year.

Plan for Years 2 & 3:

2021-2022:

We will continue focusing on closing the achievement gap between our multilingual students for whom English is their second language and their peers. This focus will continue to be on attendance, ensuring students and families feel connected at school, and addressing instructional practices that allow us to ensure access to learning. We will evaluate our data sources (i.e. attendance rates, student/family survey data, Panorama, iReady, and SBA if available) to determine progress and determine next steps.

2022-2023:

Based on the results of 2020-2021 and 2021-2022, we will determine whether to continue this focus or whether there is a different focus needed. Even if there is another focus area identified, we will continue to monitor this area to ensure continued success.

Section VII: Grade Level/Specialist/Department Goals

*All grade level teams will monitor the progress of students who are multilingual and for whom English is a second language within their identified goal area.

Grade Level/Department/Team:

Goal: The **kindergarten** team will collaborate around Common Core Standard Language Arts RF.K.2e Reading: Foundational Skills Phonological Awareness-Demonstrate understanding of spoken words, syllables, and sounds (phonemes): (e) Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words to look at data and determine progress and interventions. We also used the Phonological Awareness Continuum from 95% Group, Skill 5 Phonemes/Manipulation (addition, deletion, substitution) to guide this goal.

We will measure this formatively by:
- Class assessments
- Progress monitoring
- Observational data

We will measure this summatively by:
- Acadience 2x year
- PASI 2x year

- Benchmark Curriculum Phonological Assessments 3x year

Action steps we will take to meet our goal:
- Scaffold instruction so learning is accessible
- Small group interventions
- Individual interventions
- Collaborate with colleagues to identify student needs and interventions

We will use technology to meet goal by:
Remote learning requires technology by the nature of its platform; Seesaw; computer based support programs such as iReady and Imagine Learning for students who are multilingual and for whom English is a second language; assessment/data portals, Zoom

Goal: The **first grade** team will focus on students who are above grade level standard growing in their mastery of making sense of problems and persevere in solving them by organizing information, monitoring their progress towards solving the problem, and being able to discuss their strategic approach (CCSS.MATH.PRACTICE.MP1). Students will increase their ability to 1) Make sense of problems and persevere in solving them; 2) Reason abstractly and quantitatively; 3) Construct viable arguments and critique the reasoning of others.

We will measure this formatively by:
- Class assessments
- Small group performance data
- Observational data
- Growth Mindset self-assessment data will be used formatively

We will measure this summatively by:
- iReady Math diagnostic
- Pre and Post unit tests
- Growth Mindset self-assessment 3x year

Action steps we will take to meet our goal:
- Regular collaboration to review data and adjust instruction
- Scaffold instruction so learning is accessible
- Small group interventions
- Individual interventions
- Collaborate with colleagues to identify student needs and interventions

We will use technology to meet goal by:
We will use technology to support meeting our goal by using iReady data and individually designed lessons to support problem solving skills. Remote learning requires technology by the nature of its platform; Seesaw; computer based support programs such as iReady Pathways and Imagine Learning for students who are multilingual and for whom English is a second language; assessment/data portals, Zoom

Goal: The **second grade** team will focus on CCSS.MATH.CONTENT.2.NBT.B.7 adding and subtracting within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understanding that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.

We will measure this formatively by:
- Class assessments
- Small group intervention data
- Observational data

We will measure this summatively by:
- iReady math data 3x year
- End of unit tests
- Student self-assessment
- Pre and Post High Cognitive Demand Tasks using a 4 scale rubric as the measurement tool

Action steps we will take to meet our goal:
- Regular collaboration to review data and adjust instruction
- Scaffold instruction so learning is accessible
- Small group interventions
- Individual interventions
- Collaborate with colleagues to identify student needs and interventions

We will use technology to meet goal by:
We will use technology to support meeting our goal by using iReady data and individually designed lessons to support problem solving skills. Remote learning requires technology by the nature of its platform; Seesaw; computer based support programs such as iReady Pathways and Imagine Learning for students who are multilingual and for whom English is a second language; assessment/data portals, Zoom

Goal: The **third grade** team will focus on the CCSS RI3.1, ask and answer questions to demonstrate understanding of text, referring explicitly to a text, as we show room for growth in this area in our individual classrooms as well as across our grade level band.

We will measure this formatively by:
- Class assessments
- Small group performance data
- Observational data
- Benchmark CSA's

We will measure this summatively by:
- iReady reading diagnostic 3x year
- Fall Benchmark assessment
- Growth Mindset self-assessment 3x year

Action steps we will take to meet our goal:
- Regular collaboration to review data and adjust instruction
- Scaffold instruction so learning is accessible
- Small group interventions
- Individual interventions
- Collaborate with colleagues to identify student needs and interventions

We will use technology to meet goal by:
Remote learning requires technology by the nature of its platform; Canvas; computer based support programs such as iReady Pathways and Imagine Learning for students who are multilingual and for whom English is a second language; assessment/data portals, Zoom

Goal: The **fourth grade** team will focus on reading comprehension (CCSS: Reading Informational Text standard 10 and Reading Literature standard 10)

We will measure this formatively by:
- iReady Reading personalized instruction summary will be used formatively
- Small group performance data
- Observational data
- Student reflection on progress

We will measure this summatively by:
- iReady reading diagnostic 3x year
- Fall Benchmark assessment
- Teacher's College pre and post assessment
- Growth Mindset self-assessment 3x year

Action steps we will take to meet our goal:
- Regular collaboration to review data and adjust instruction
- Scaffold instruction so learning is accessible
- Small group interventions
- Individual interventions

We will use technology to meet goal by:
Remote learning requires technology by the nature of its platform; Canvas; computer based support programs such as iReady Pathways and Imagine Learning for students who are multilingual and for whom English is a second language; assessment/data portals, Zoom

Goal 1**: Fifth grade**: To research Universal Design for Learning in math differentiation/ instruction in the area of geometry and measurement as data shows that students are historically weak in these

areas. Between March-June, implement UDL lens to lesson planning and deliver instruction using this learning.

We will measure this formatively by:
- Classroom assessments
- Observational data
- Student reflection on progress

We will measure this summatively by:
- iReady math data
- Unit assessment

Action steps we will take to meet our goal:
- Research UDL math practices
- Lesson plan with UDL lens
- Implement instruction and review data; make adjustments

We will use technology to meet goal by:
Remote learning requires technology by the nature of its platform; Canvas; computer based support programs such as iReady Pathways and Imagine Learning for students who are multilingual and for whom English is a second language; assessment/data portals; research, Zoom

Goal 2 **Fifth grade**: Collaboration around CCSS RI.5.2. The students in 5th-grade have been consistently not proficient in their ability to apply the understanding of main idea and supporting details of a nonfiction text at the beginning of the school year.

We will measure this formatively by:
- Classroom assessments
- Observational data
- Student reflection on progress

We will measure this summatively by:
- iReady reading data
- Lucy Calkins pre and post assessment

Action steps we will take to meet our goal:
- Collaboration regarding data
- Scaffold instruction so learning is accessible
- Small group interventions
- Individual interventions

We will use technology to meet goal by:
Remote learning requires technology by the nature of its platform; Canvas; computer based support programs such as iReady Pathways and Imagine Learning for students who are multilingual and for whom English is a second language; assessment/data portals, Zoom

Goal 1: **Sixth grade**, teacher will focus on a subgroup of 11 students to increase their ability to identify the main idea of grade level non-fiction texts. CCSS ELA-Literacy R1.6.2: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

We will measure this formatively by:
- Classroom assessments
- Small group intervention data
- Observational data
- Student reflection on progress

We will measure this summatively by:
- iReady reading diagnostics 3x year
- Teacher's College Running Records 3x year

Action steps we will take to meet our goal:
- Collaboration regarding data
- Scaffold instruction so learning is accessible
- Small group interventions
- Individual interventions

We will use technology to meet goal by:
Remote learning requires technology by the nature of its platform; Canvas; computer based support programs such as iReady Pathways and Imagine Learning for students who are multilingual and for whom English is a second language; assessment/data portals, Zoom

Goal: **Special Education** will focus on thirteen students with IEP's that have fluency goals on their IEP. services in reading have reading fluency goals. Fluency scores are important because research has shown that reading speed can also affect a student's comprehension of what they have read. These students are expending extra effort on decoding and recalling sight words and have little time left to remember and comprehend what they have read

We will measure this formatively by:
- Read Naturally data
- Classroom assessments
- Small group intervention data
- Observational data
- Student reflection on progress

We will measure this summatively by:
- Read Naturally
- Benchmark fluency assessment

Action steps we will take to meet our goal:
- Collaboration regarding data
- Scaffold instruction so learning is accessible

- Small group interventions
- Individual interventions

We will use technology to meet goal by:
Remote learning requires technology by the nature of its platform; Seesaw and Canvas; computer based support programs such as iReady Pathways and Imagine Learning for students who are multilingual and for whom English is a second language; assessment/data portals, Zoom

Goal: **LAP** will focus on a group of 5 first grade students to focus on isolating individual phonemes to increase their Phonological Awareness skills.

We will measure this formatively by:
- Classroom assessments
- Observational data
- Student reflection on progress

We will measure this summatively by:
- Acadience Benchmark assessments
- Diagnostic assessments: (Phonological Awareness Screener for Intervention and 95% Phoneme Substitution Screener

Action steps we will take to meet our goal:
- Collaboration with general education teachers regarding data
- Scaffold instruction so learning is accessible
- Small group interventions
- Individual interventions

We will use technology to meet goal by:
Remote learning requires technology by the nature of its platform; Seesaw; computer based support programs such as iReady Pathways and Imagine Learning for students who are multilingual and for whom English is a second language; assessment/data portals, Zoom

Goal: **Primary Intensive Support:** Students have the need for a curriculum that improves their sentence structure and formation. This is currently not a part of the classroom curriculum. I will research, identify and implement a writing curriculum in my classroom for 6 students.

We will measure this formatively by:
- Classroom assessments
- Observational data

We will measure this summatively by:
- Pre and Post assessments
- Establish progress tracking system of student progress/learning over next two years (looking for transference of skill)

Action steps we will take to meet our goal:
- Collaboration with other special education staff, administrators and organizations
- Scaffold instruction so learning is accessible
- Small group interventions
- Individual interventions
- Progress notes outlining the process, impact on instruction and on student learning

We will use technology to meet goal by:
- Remote learning requires technology by the nature of its platform; Seesaw; several students are limited verbally and use computer assisted technology, Zoom

Goal: **Intensive Intermediate Support** will work to improve student's receptive language skills for a subgroup of my most impacted students.

We will measure this formatively by:
- STAR curriculum formative assessments
- Observational data
- Progress monitoring
- Early Communication Checklist data

We will measure this summatively by:
- STAR curriculum summative assessments
- Final assessment
- Early Communication Checklist- end of year assessment

Action steps we will take to meet our goal:
- Collaboration with other special education staff, administrators and organizations
- Scaffold instruction so learning is accessible
- Small group interventions
- Individual interventions
- Progress notes outlining the process, impact on instruction and on student learning

We will use technology to meet goal by:
Remote learning requires technology by the nature of its platform; Seesaw; several students are limited verbally and use computer assisted technology, Zoom

Goal: **Library** will focus on improving 2nd grade students' ability to find and use evidence to investigate questions using a variety of text types (i.e. fiction, non-fiction) and using a variety of platforms such as databases, digital information and print books. (Library Scope/Sequence: Inquire B.1 – Tracking Down Information and it supports CCSS (CCSS.ELA-LITERACY.RI.2.1) Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text. A specific focus will be on ensuring my ELL students are understanding and responding to lessons and activities

We will measure this formatively by:
- Classroom assessments
- Observational data
- On demand performance assessments

We will measure this summatively by:
- iReady Reading assessment

Action steps we will take to meet our goal:
- Collaboration with other librarians and general education staff
- Scaffold instruction so learning is accessible
- Small group interventions
- Individual interventions

We will use technology to meet goal by:
Remote learning requires technology by the nature of its platform; Seesaw; databases, digital information/digital books, Zoom.

Goal: **Music**   All grade level students with a specific focus on three students who are multilingual and for whom English is a second language will become proficient at performing 8 beat rhythm patterns including quarters, eighths, halves, and sixteenths. This meets state and national standard 4.2.b b. When analyzing selected music, read and perform using iconic and/or standard notation.

We will measure this formatively by:
- Classroom assessments
- Small group intervention data
- Observational data
- Student reflection on progress

We will measure this summatively by:
- Pre and post assessment
- Performance task

Action steps we will take to meet our goal:
- Scaffold instruction so learning is accessible
- Teach students the criteria for success
- Small group interventions
- Individual feedback

We will use technology to meet goal by:
Remote learning requires technology by the nature of its platform; Canvas, Zoom
Goal: **PE** will focus on a small group of students (~10) to create individual growth goals that include, but not limited to, learning a new physical skill, increasing self-confidence or emotional well-being, and/or improving an existing physical skill. **(Standard: PE3.2.6, Participate in self-selected**

physical activity outside of physical education class.) & (Standard 5: Students will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.)

We will measure this formatively by:
- 1:1 mentoring sessions~ data
- Observational data
- Students choose video or text form of reporting progress

We will measure this summatively by:
- Assessment survey 3x year

Action steps we will take to meet our goal:
- Collaboration with other special education staff, administrators and organizations
- Scaffold instruction so learning is accessible
- Small group interventions
- Individual interventions
- Progress notes outlining the process, impact on instruction and on student learning

We will use technology to meet goal by:
Remote learning requires technology by the nature of its platform; Seesaw and Canvas; video submissions, Zoom.