

School Improvement Plan

School Name: Meadowdale Elementary

Year: 2020-21

Section I: School Mission, Vision, and Demographics:

School Mission:

Meadowdale Elementary provides consistently high expectations for academics, behavior, and social/emotional growth to prepare our students for middle and high school, college and career, and to be productive members of a global community. Our curriculum and teaching strategies, based on the most effective researched practices, are rigorous, purposeful, and driven by student data.

School Demographics:

Group	Number of Students	% of Students	Group	Number of Students	% of Students
Enrollment (October)	501	NA	Two or More Races	57	11.38%
American Indian/Alaskan Native	1	0.2%	English Language Learners	122	24.35%
Asian	81	16.17%	Homeless/McKinney-Vento	10	2%
Black/African American	47	9.38%	Low Income	237	47.31%
Hispanic/Latino	134	26.75%	Section 504	21	4.19%

Native Hawaiian/Other Pacific Islander	1	0.2%	Students with Disabilities	77	15.37%
White	180	35.93%	Student Mobility	4	0.8%

Student, Family and Community Involvement in Plan:

- Share School Improvement Plan (SIP) with parent club and ask for feedback
- Ask Equity Team for input
- Ask Instructional Leadership Team for input
- Post SIP on school Website

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: Last school year Meadowdale focused intently on academic improvement for our opportunity gap group of students receiving EL (English Language) services, especially our Hispanic/Latinx students. We did this by creating a Professional Learning Community (PLC) structure that intentionally focused discussions around data analysis and implementing strategies to support student interaction, which is the Shelter Instruction Protocol (SIOP) Component 5, specifically in the area of grouping configurations to increase frequent opportunities for interaction. Data collected last Fall and Winter was trending in the direction that we needed to continue this goal. Without Spring assessment data it is hard to determine if we met our goal set last school year.
Opportunity Gap Fall 2019 Data – Independent Reading Levels	Please see the charts below. Analysis of the data shows that Independent reading levels of EL identified Latinx students 1 st – 6 th in fall of 2019 were below standard at a school average of 99%.
Opportunity Gap Winter 2020 Data – Independent Reading Levels	Please see the charts below. Analysis of the data shows that Independent reading levels of EL identified Latinx students 1 st – 6 th in winter of 2020 were below standard at a school average of 97%.

Opportunity Gap Winter 2020 Data - Sight Words, Acadience, Benchmark Reading	Please see the charts below. Analysis of the data shows that Sight Word, Acadience, and Benchmark Reading levels of EL identified Latinx students K – 6 th in the various assessments in the winter of 2020 were below standard at a school average of 91%.
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Independent Reading Data - Fall 2019	% of all Latinx Students below standard	% of Latinx students who are EL identified	% of Latinx students EL identified and below standard
1 st Grade	89%	70% (16 out of 23)	100% (16 out of 16)
2 nd Grade	93%	59% (10 out of 17)	100% (10 out of 10)
3 rd Grade	92%	69% (11 out of 16)	100% (11 out of 11)
4 th Grade	65%	81% (13 out of 16)	92% (12 out of 13)
5 th Grade	83%	70% (7 out of 10)	100% (7 out of 7)
6 th Grade	100%	44% (4 out of 9)	100% (4 out of 4)
Average 1 st -6 th	87%	66%	99%

Independent Reading Data - Winter 2020	% of all Latinx Students below standard	% of Latinx students who are EL identified	% of Latinx students EL identified and below standard
1 st Grade	95%	67% (12 out of 18)	100% (12 out of 12)
2 nd Grade	85%	57% (8 out of 14)	88% (7 out of 8)
3 rd Grade	100%	71% (10 out of 14)	100% (10 out of 10)
4 th Grade	61%	81% (13 out of 16)	92% (12 out of 13)
5 th Grade	90%	70% (7 out of 9)	100% (7 out of 7)
6 th Grade	56%	29% (2 out of 7)	100% (2 out of 2)
Average 1 st -6 th	81%	63%	97%

Other Reading Data K-6 - Winter 2020	% of all Latinx Students below standard	% of Latinx students who are EL identified	% of Latinx students EL identified and below standard
K - sight words	83%	67% (14 out of 21)	93% (13 out of 14)
1 st Grade - Acadience	71%	71% (17 out of 24)	82% (14 out of 17)
2 nd Grade - Acadience	70%	80% (8 out of 10)	88% (7 out of 8)
3 rd Grade - Benchmark	92%	71% (10 out of 14)	90% (9 out of 10)
4 th Grade - Benchmark	57%	81% (13 out of 16)	85% (11 out of 13)
5 th Grade - Benchmark	62%	88% (7 out of 8)	100% (7 out of 7)
6 th Grade - Benchmark	88%	50% (5 out of 10)	100% (5 out of 5)
Average K-6 th	75%	73%	91%

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

Fall and Winter data, along with the school closure that did not allow us to collect crucial Spring assessment data to inform progress toward our goal, informs us that we need to continue our goal from last year. We achieved great progress last year in developing a culture of PLC work. The PLC structure provided several opportunities to be intentional in analyzing student data to drive instructional decisions that specifically supported our opportunity gap group of students receiving EL services and/or our Hispanic/Latinx

students. The PLC structure will continue this year in order to provide structure in analyzing data to make informed instructional decisions.

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. Culture of PLC work established.
2. Only 2 new teachers this school year, both who were student teachers at MDE last year and participated in staff meetings. Staff Survey from the '18-19 school year:
 - 69% of the staff have been trained in SIOp
 - 19% of the staff have been trained in GLAD
 - 62% of the staff have attended SIOp training within the past 2 years
 - 33% of the staff have attended SIOp training within the past 3-5 years

This data means that staff continue to have a collective foundation of SIOp understanding and we can go deeper in our analysis of features within SIOp components.

3. Staff gained a deeper understanding of the SIOp components, especially Component 5.

Areas of Needed Growth:

1. Focus specifically on reading and math improvement for our opportunity gap group of Hispanic/Latinx students receiving EL services.
2. Focus on reading and math improvement for our opportunity gap group of all students receiving EL services.

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. Due to the Covid-19 pandemic and not having sufficient time for staff to fully deepen their understanding of SIOP strategies this will continue as an area of focus for this school year, especially SIOP Components 3 and 5.
2. Knowing that academic improvement for our opportunity gap group of students receiving EL services, especially our Hispanic/Latinx students, has been an area of growth for several years, and available data from last school year supports this claim, this will continue to be an area of focus this school year.

C. Additional Data Required

State Participation Rate: 95% participation required

<input checked="" type="checkbox"/> Area of Strength (95% or more Participation)	<input type="checkbox"/> Area of Opportunity (less than 95% participation)
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 Smarter Balanced Assessment (SBA) English/Language Arts (ELA) in 18-19? 57% of 3rd Grade in '18-19	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 <input checked="" type="checkbox"/> next to your selection.) Plan is required: YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
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If a plan is required for your building, add in your Third Grade SBA Claim Report Data (percentages met in 18-19) below:

Reading: 47% at/near standard /

34% above standard

Writing: 41% at/near standard / 36% above standard

Listening: 67% at/near standard /

17% above standard

Research/Inquiry: 49% at/near standard / 27% above standard

Section IV: Theory of Action:

If we, as staff, students, and community, in a growth mindset culture, engage in learning opportunities through a PLC structure to study, understand, and implement strategies to support comprehensible input (SIOP Component 3) and increase student interaction (SIOP Component 5), while using an equity lens and culturally relevant instructional strategies, to improve quality learning opportunities for students, then we will achieve literacy and mathematics improvement for our opportunity gap of students receiving EL services, especially our Hispanic/Latinx students.

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

SIOP strategies are beneficial both school-wide and for our identified opportunity gap. Given the remote learning model, Components 3 and 5 are especially needed for effective zoom meetings. The features below in each of the components are more important than ever for all students:

The key look fors in SIOP Component 3 are:

- (Feature 10) Speech appropriate for students proficiency level (ex slower rate, enunciation, and simple sentence structure for beginners)
- (Feature 11) Clear expectation of academic tasks
- (Feature 12) A variety of techniques to make content concepts clear (ex modeling, visuals, hands-on activities, demonstrations, gestures, body language)

The key look fors in SIOP Component 5 are:

- (Feature 16) Frequent opportunities for interaction and discussion between teacher/student and among students, which encourage elaborated responses about lesson concepts
- (Feature 17) Grouping configurations that support language and content objectives of the lesson
- (Feature 18) Sufficient wait time for student responses consistently provided

- (Feature 19) Ample opportunities for students to clarify key concepts in L1 as needed with aide, peer, or L1 text

Whole School Achievement Goal(s): As a result of our Theory of Action, we expect the following achievement growth for our whole school:

- Overall achievement on Independent Reading skills will improve by 10% for each grade level:

Independent Reading Data from Winter 2020	Current % of all Students at/above standard	Goal % of all Students in Winter at/above standard	Goal % of all Students in Spring at/above standard
K Grade	N/A in fall	TBD	TBD
1 st Grade	21%	26%	31%
2 nd Grade	44%	49%	54%
3 rd Grade	49%	54%	59%
4 th Grade	70%	75%	80%
5 th Grade	48%	53%	58%
6 th Grade	61%	65%	70%
Average 1 st -6 th	49%	54%	59%

- Overall achievement on the i-Ready Math assessment will improve by 10% for 1st – 6th grades:

i-Ready Math Assessment from Fall 2020	% of all Students at/above standard	Goal % of Successful in Winter of all Students	Goal % of Successful in Spring of all Students
1 st Grade	34%	39%	44%
2 nd Grade	17%	22%	27%
3 rd Grade	16%	21%	26%
4 th Grade	30%	35%	40%
5 th Grade	41%	46%	51%
6 th Grade	50%	55%	60%

Average 1 st -6 th	31%	35%	50%
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Opportunity Gap Goal(s): As a result of our Theory of Action, we expect the following achievement growth on the Independent Reading levels of our opportunity gap group of EL students identified as Hispanic/Latinx students:

- Achievement on Independent Reading skills of EL students identified as Hispanic/Latinx students will improve by 10% for each grade level:

Independent Reading Data from Winter 2020	Current % Successful of Latinx students EL identified and below standard	Goal % of Successful in Winter of Latinx students who are EL identified	Goal % of Successful in Spring of Latinx students who are EL identified
K Grade	N/A in fall	TBD	TBD
1 st Grade	0%	5%	10%
2 nd Grade	12%	17%	22%
3 rd Grade	0%	5%	10%
4 th Grade	8%	13%	18%
5 th Grade	0%	5%	10%
6 th Grade	0%	5%	10%

- Achievement on i-Ready math skills of EL students identified as Hispanic/Latinx students will improve by 10% for each grade level:

i-Ready Math Assessment from Fall 2020	Current % Successful of Latinx students EL identified and below standard	Goal % of Successful in Winter of Latinx students who are EL identified	Goal % of Successful in Spring of Latinx students who are EL identified
1 st Grade	17%	22%	27%

2 nd Grade	12%	17%	22%
3 rd Grade	0%	5%	10%
4 th Grade	0%	5%	10%
5 th Grade	8%	13%	18%
6 th Grade	0%	5%	10%

Connections to Blueprint 2025 Metrics:

The school goal is all about high expectations. We will be challenging ourselves to deep analyses of data throughout the school year, which will then inform instructional change that will support each student to make academic growth to enable them to reach their highest potential. Our goal will help provide the tools our students need for academic and social/emotional success. Our goal will help us identify and remove barriers to academic success in our students’ reading and math skills.

Social Emotional Learning Focus:

3rd – 6th grade students will take the Panorama Wellness/SEL Survey 4 times throughout the school year. The following actions steps will be taken:

1. Individual class data will be shared with each teacher 3rd – 6th.
2. SEL Team will analyze school-wide and classroom data and offer support to classroom teachers.
3. Students who fall in the red zone will receive small group and/or 1-on-1 sessions with the school psychologist/counselor.
4. Students who fall in the yellow zone will receive individual invitations to social group meetings outside of the synchronous classroom meetings.

K-6 teachers all have the option to complete a SEL google form indicating a student of concern and the SEL team will meet with the teacher to develop a plan of support for the identified student.

Section VI: Action Plan

Plan for 2020-21:

Key Improvement Action	Description	Timeline
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Continue to provide more structured staff meeting time for staff on how to plan and implement SIOp strategies	Our Professional Development (PD) learning plan will focus on developing our collective understanding and implementation of component 3, Comprehensible Input, and component 5, Interaction, of the SIOp model through PLC work.	Ongoing through 2020-21 school year
Continue with Equity and Culturally Responsive Teaching and the Brain (CRTB) PD on how all students learn	Provide Equity PD that connects this year's continued developing of our collective understanding and implementation of component 3 and 5 of the SIOp model to 2018-19 school year's school-wide book study on CRTB	Ongoing through 2020-21 school year
Use fishbone graphic organizer to guide Instructional and Equity Team planning throughout school year	Instructional and Equity Teams will use the fishbone graphic organizer to guide their planning for our professional learning plan	Ongoing through 2020-21 school year
Research Best Practices with Instructional Leadership Team	Instructional Leadership Team will research best practices to guide their planning for our professional learning plan	Ongoing through 2020-21 school year
Connect Cycle of Inquiry process with whole staff; connecting our CRTB, and Trauma Informed PD are leverage towards positive student outcomes	Our professional learning plan will focus on continuing to develop our collective understanding and implementation of component 3 and 5 of the SIOp model through PLC work	Ongoing through 2020-21 school year
Develop indicators for an observer on zoom to improve teacher practice and student learning	Modify current EL Instruction Supports Observation tool	Ongoing through 2020-21 school year

Plan for Years 2 & 3:

2021-2022:

Continued focus on increasing capacity to support opportunity gap of students receiving EL services and/or our Hispanic/Latinx students by increasing our understanding and skills in using instructional strategies that support these learners' engagement with grade-level content.

2022-2023:

Continued focus on increasing capacity to support opportunity gap of students receiving EL services and/or our Hispanic/Latinx students by increasing our understanding and skills in using instructional strategies that support these learners' engagement with grade-level content.

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

Third Grade OSPI Literacy Expectation

(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</i>	<i>Description of Intervention Practices</i>	<i>Progress Monitoring Schedule</i>
<p>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.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Utilize Instructional Coaching <input checked="" type="checkbox"/> Additional Learning Time within the School Day <input type="checkbox"/> Before and After School Programs <input checked="" type="checkbox"/> Family Involvement at School (and outside of school) <input checked="" type="checkbox"/> Targeted Professional Learning <input checked="" type="checkbox"/> Professional Learning Communities <input type="checkbox"/> Tutoring <input type="checkbox"/> Other 	<p>iReady Reading assessment data 3 x's a year</p> <p>Running Records Levels 3 x's a year</p> <p>Acadience assessment 2 x's a year</p>
<p>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?</p>	<p>Student learning information is shared from one grade to the next grade in the following ways:</p> <ul style="list-style-type: none"> • <u>Winter Multi-Tiered Instruction (MTI) meeting</u> - grade levels will review student literacy data from beginning of year and determine interventions for 	<p>January 2021</p>

	<p>individual students to support literacy growth</p> <ul style="list-style-type: none"> • <u>Spring MTI meeting</u> - grade levels will discuss individual students that will need extra literacy support for the following year and notes will be distributed to the next grade level so that they can continue interventions for students • <u>Problem Solving Team (PST)</u> - teachers will bring individual student concerns about literacy learning to PST to discuss and determine interventions to support the individual student. Follow up meetings will discuss the progress from the interventions and will make adjustments to interventions, if needed. 	<p>May/June 2021</p> <p>Throughout the school year</p>
<p>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.</p>	<p>Communication between home and school will be implemented in the following ways:</p> <ul style="list-style-type: none"> • Family connection meetings K-6 • Parent-Teacher meetings • On-going parent/teacher communication, especially through SeeSaw and Canvas • Family Support Nights • Semester Title 1 reports / report cards 	<p>Throughout September</p> <p>November</p> <p>Throughout the school year</p> <p>Throughout the school year</p> <p>February 2021/ June 2021</p>

Section VII: Grade Level/Specialist/Department Goals

Grade Level/Department/Team: Kindergarten

Student Learning Goal:

Between October and May, all Kindergarten students will improve their reading comprehension through explicit instruction that utilizes SIOP strategies that will support comprehensible input (Component 3) and increase student interaction (Component 5). We will meet at least one time per month in our professional learning community to study and implement feature 12 (use a variety of techniques to make content concepts clear) and feature 16 (give frequent opportunities for interaction) and analyze data that will specifically focus on improving instruction for our opportunity gap of students receiving EL services and/or our Hispanic/Latinx students.

We will measure this formatively by:

Teacher will collect and analyze qualitative data on focus students aligned with Life Long Learning Skills for Independent Work Habits and Cooperation.

We will measure this summatively by:

Using WA kids objective 8b, Follows Direction, students will move up the continuum at least one level by June 2021. Using WA kids objective 10a, Engages in Conversation, students will move up the continuum at least one level by June 2021. Students will be assessed in Fall, Winter and Spring.

Action steps we will take to meet our goal:

Teachers will incorporate pictures, videos, visuals, written and verbal directions into daily lesson plans to provide opportunities for students to increase comprehension. Teachers will use the information provided from the formative and summative assessments to modify instruction to help promote appropriate comprehension and communication skills.

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

Teachers will use audio, video, picture icons and written text to increase comprehension for all students. We will use the skills feature in Seesaw to evaluate and track student progress in comprehension and communication skills for SLOP features 12 and 16.

Grade Level/Department/Team: 1st Grade and EL Teacher

Student Learning Goal:

Between October and May, 1st grade students will improve in reading accuracy and phonological awareness through explicit instruction that utilizes SLOP strategies that will support comprehensible input (component 3) by using feature 12 (a variety of techniques used to make content concepts clear) and increase student interaction (component 5) by using feature 16 (frequent opportunities for interaction) as well as incorporating culturally responsive teaching practices. The first grade team as well as support staff will meet at least one time per month in our professional learning community to discuss and analyze data that will specifically focus on improving instruction for our opportunity gap of students receiving EL services and/or our Hispanic/Latinx students.

We will measure this formatively by:

We will be using a variety of checks for understanding such as exit tickets, thumb check, or partner conversation as well as writing samples, conferences, and rubrics/checklists.

We will measure this summatively by:

We will measure this summatively with Acadience Benchmarks test, PASI, PSI, (IRL) running records, ELPA21, and Imagine Learning data.

Action steps we will take to meet our goal:

The action steps we will take to reach this goal are providing and using sentence stems, morning meeting, visuals, hands-on activities, gestures/body language, differentiation, variety of grouping strategies, incorporating the arts, and emphasis of key vocabulary. We will provide additional modeling of strategies and supports in small groups as a part of progress monitoring to help students who are still struggling.

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

Teachers will use audio, video, picture icons and written text to increase comprehension for all students. We will use the activities in Seesaw to monitor and track student progress in comprehension and communication skills for SIOP features 12 and 16.

Grade Level Team: 2nd Grade

Student Learning Goal:

Between October and June, all second grade students will improve their independent reading levels through explicit instruction that utilizes SIOP strategies that will increase student participation. We will implement SIOP strategies that will support comprehensible input (Component 3, Feature 10) and increase student interaction (Component 5, Feature 18). We will meet at least one time per month in our professional learning community to study and implement feature 10 (use speech appropriate for students proficiency levels) and feature 18 (Sufficient wait time for student responses consistently provided) and analyze data that will specifically focus on improving instruction for our students in EL and/or identified as Hispanic/Latinx.

We will measure this Formatively by:

- Teacher's College Running Records
- Benchmark interventions
- Small guided reading groups
- DIBELS

We will measure this summatively by:

- Teacher's College Running Records
- DIBELS

Action steps we will take to meet our goal:

- Benchmark lessons
- Small guided reading groups
- Independent reading practice
- Guided reading
- Shared reading
- Word work
- Title intervention groups

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

- Zoom

- Seesaw
- Raz Kids
- EPIC

Grade Level Team: 3rd Grade

Student Learning Goal:

Between October and May, third grade students will improve their mathematics skills in problem solving through explicit instruction, utilizing SLOP strategies that focus on improving the engagement of all students (Component 5) and increasing the frequency of supports available to students (Component 3). For component 3, we will focus on increasing our engagement during core learning times by providing multiple entry points and accessibility for all learners; using videos for examples and providing audio directions. For component 5, we will focus on increasing opportunities for interaction (student-student, teacher-student). We will meet at least once a month in our professional learning community to review and study our data, interpret our results, and make action plans that will specifically focus on improving our instruction for our students in EL and/or identified as Hispanic/Latinx.

We will measure this Formatively by:

- Exit tickets
- Breakout rooms
- Quick checks (thumbs up/thumbs down, whiteboards)
- Signs for whole group
- Student surveys (google forms)
- Checklists
- Qualitative data (teacher notes)

We will measure this summatively by:

- Pre and post unit tests
- iReady math assessments
- Expressions and created quick quizzes
- District and created performance tasks

Action steps we will take to meet our goal:

- Weekly team meetings to discuss progress/corrections to curricula and analyze student data

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

- Exit tickets(google form/classroom)
- iReady math
- Audio recordings of directions
- Recorded Videos of examples

Grade Level/Department/Team: 4th Grade

Student Learning Goal:

Between October and May, all 4th grade students will improve their mathematics skills in multiplying multi-digit numbers by multi-digit numbers through explicit instruction that utilizes SIOP strategies that will support increased student interaction and collaboration. We will meet at least one time per month in our professional learning community to study and implement explaining academic tasks clearly, along with clarifying key concepts as needed and analyze data that will specifically focus on improving instruction and interactions for our opportunity gap of students receiving EL services and/or our Hispanic/Latinx students.

We will measure this Formatively by:

- Interim Assessments
- One-on-one conferencing
- Observations
- Daily student work
- Math journals
- Student Interactions

We will measure this summatively by:

- End of unit assessments
- iReady (3x a year as directed by district)
- Quick Quizzes implemented throughout units

Action steps we will take to meet our goal:

- iReady assessment to determine placement
- Beginning of the year iReady assessment to determine holes in learning
- Small group lessons-focusing on specific skills
- Whole group lessons- focusing on SBA skills
- Observations-in small group, during daily work, and on tests/quizzes
- Individual math conferences with students-based on needs
- Use of Think-pair-share and other student interactions

- Specialized instruction in small groups with support from Title 1

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

- iReady
- Math skill games for engagement
- Khan Academy--beginning with Kindergarten level

Grade Level/Department/Team: 5th Grade

Student Learning Goal:

Between October and May, all 5th grade students will improve their reading comprehension through explicit instruction that utilizes SIOP strategies that will support comprehensible input (Component 3) and increase student interaction (Component 5). We will meet at least one time per month in our professional learning community to study and implement feature 12 (use a variety of techniques to make content concepts clear) and feature 16 (give frequent opportunities for interaction) and analyze data that will specifically focus on improving instruction for our opportunity gap of students receiving EL services and/or our Hispanic/Latinx students.

We will measure this formatively by:

Teacher will collect and analyze qualitative data on focus students through i-Ready Reading, Teacher College Running Records and Comprehension Strategy Assessments.

We will measure this summatively by:

Using Teacher College Running Records, students will move up the continuum at least one level by June 2021. Using Benchmark Comprehension Strategy Assessment (Pre-, Mid-, Post-) students will improve from October 2020-June 2021. Students will be assessed in Fall, Winter and Spring.

Action steps we will take to meet our goal:

Teachers will incorporate pictures, videos, visuals, written and verbal directions into daily lesson plans to provide opportunities for students to increase comprehension. Teachers

will use the information provided from the formative and summative assessments to modify instruction to help promote appropriate comprehension and communication skills.

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

Teachers will use audio, video, picture icons and written text to increase comprehension for all students. We will use i-ready diagnostics and track student progress in comprehension and communication skills for SIOP features 12 and 16.

Grade Level/Department/Team: 6th Grade

Student Learning Goal:

Between October and May, all Sixth Grade students will be inspired to understand and perfect their ability to compute fluently with rational numbers in multiplication and division. This will be accomplished through explicit instruction that utilizes SIOP strategies that will support comprehensible input (Component 3) and increase student interaction (Component 5). We will meet at least one time per month in our professional learning communities to study and implement a variety of features used to make concepts clear and analyze data that will specifically focus on improving instruction for our opportunity gap of students receiving EL services and/or our Hispanic/Latinx students.

We will measure this formatively by:

The teacher will collect and analyze qualitative and quantitative data on focus students. We will acquire this data through formative assessments such as:

- iReady
- Math Expressions
- Relevant SBA blocks

We will measure this summatively by:

The teacher will use multiple sources to summatively assess students' ability to compute fluently. These sources will be iReady tasks, Khan Academy, Math Expressions, and SBA blocks. Students will be assessed frequently with larger assessments in Fall, Winter, and Spring. Students will also complete a self-reflection to evaluate their own growth in this area.

Action steps we will take to meet our goal:

Teachers will incorporate pictures, videos, visuals, written, and verbal directions into daily lesson plans to provide opportunities for students to increase comprehension. Teachers

will use the information provided from the formative and summative assessments to modify instruction to help promote appropriate comprehension and communication skills.

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

Technology will be utilized in every facet of this process. Students will access content, practice skills, and work to master assessments to increase math fluency online. Students will use Read/Write in order to bridge any existing gaps that exist to provide equitable access to traditionally underrepresented student groups.

Grade Level Team: Intensive Support

Student Learning Goal:

Between October and May, all IS students will improve their reading skills through explicit instruction that utilizes SIOP Component 3 (comprehensible input) by using visual cues and SIOP Component 5 (increasing student interaction) strategic groupings.

We will measure this formatively by:

- Student work samples
- 1:1 instructional times
- Observations through whole-class and small-group instruction.

We will measure this summatively by:

- IEP data collection

Action steps we will take to meet our goal:

- Collaborate with other IS teachers
- Try to take a case management day off to help with caseload
- Utilize SIOP Component 3 (Comprehensible Input) – Using visual cues, wait time: encourage pauses, repeating directions, encouraging the language of “tell me more”
- Utilize SIOP Component 5 (Interaction) - Grouping configurations: Small-group instruction based on academics as well as behaviors. Whole-group instruction is catered for easier activities based on all of the needs/abilities of the classroom

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

- Communication device for some students
- Touch screen Chromebooks
- Zoom and breakout rooms
- SeeSaw & Canvas

- Pear Deck
- Kahoot

Grade Level/Department/Team: Title 1 and LS

Student Learning Goal:

Between October and May, all students receiving special services will improve their basic reading skills (decoding and vocabulary) through explicit instruction that utilizes SIOP strategies that will support comprehensible input (Component 3) and increase student interaction (Component 5). We will meet at least one time per month in our professional learning community to study and implement feature 12 (use a variety of techniques to make content concepts clear) and feature 16 (give frequent opportunities for interaction) in order to analyze data that will specifically focus on improving instruction for our opportunity gap of students receiving EL services and/or our Latinx students.

We will measure this formatively by:

Teacher will do progress monitoring with Acadience, PASI, PSI, 95% curriculum Imagine learning reports, and other curriculum based measures to regularly formatively determine next steps in learning.

We will measure this summatively by:

Using district assessments and state assessments, such as Acadience, PASI, PSI, Independent Reading Levels, Benchmark testing, iReady assessments, Imagine Learning, ELPA. Students will be assessed in Fall, Winter and Spring.

Action steps we will take to meet our goal:

Teachers will incorporate pictures, videos, visuals, written and verbal directions into daily lesson plans to provide opportunities for students to increase connections. Teachers will use the information provided from the formative and summative assessments to modify instruction to help promote appropriate decoding and vocabulary skills.

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

Teachers will use audio, video, picture icons and written text to increase comprehensible input for all students. We will use 95% curriculum and Acadience electronic software for remote learning.

Grade Level/Department/Team: Library Information Specialist

Student Learning Goal:

Between October and May, all 5th-grade students will improve their reading comprehension through explicit instruction that utilizes SIOP strategies that will support comprehensible input (Component 3) and increase student interaction (Component 5). I will meet at least one time per month with three different PLC's to accomplish this (MDE Specialists, MDE 5th grade teachers, and ESD 5th grade librarians PLC) to study and implement feature 12 (use a variety of techniques to make content concepts clear) and feature 16 (give frequent opportunities for interaction) and analyze data that will specifically focus on improving instruction for our opportunity gap of students receiving EL services and/or our Hispanic/Latinx students.

We will measure this formatively by:

The Library Information Specialist will collect and analyze qualitative and quantitative data on focus students aligned with 5th grade ESD Library Scope and Sequence Standards, assessing students via weekly Canvas assignments that feature multiple opportunities for literacy development and interaction.

We will measure this summatively by:

Students will be assessed through Zoom meetings using Pear Deck, Google Forms/Surveys submissions, and through Canvas submissions.

Action steps we will take to meet our goal:

The Library Information Specialist will incorporate pictures, videos, visuals, written and verbal directions into lesson plans to provide opportunities for students to increase comprehension and interaction. The teacher will use the information provided from the formative and summative assessments to modify instruction to help promote appropriate comprehension and communication skills.

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

The Library Information Specialist will use audio, video, picture icons and written text to increase comprehension for all students. Both synchronous and asynchronous Pear Deck interactive assignments will be used through the Canvas LMS to evaluate and track student progress in comprehension and communication skills for SLOP features 12 and 16. Other opportunities to enhance comprehension and interaction will occur through Zoom BreakOut Rooms, the use of Google Translate Tool, the use of the Read-Write Google App (puzzle piece) add-on, the use of Kahoot, and the use of BrainPop instructional and assessment instruments.

Grade Level/Department/Team: Music

Student Learning Goal:

Between October and May, all 3rd-grade students will improve their reading comprehension through explicit instruction that utilizes SLOP strategies that will support comprehensible input (Component 3) and increase student interaction (Component 5). We will meet at least one time per month in our professional learning community to study and implement feature 12 (use a variety of techniques to make content concepts clear) and feature 16 (give frequent opportunities for interaction) and analyze data that will specifically focus on improving instruction for our opportunity gap of students receiving EL services and/or our Hispanic/Latinx students.

We will measure this formatively by:

The music teacher will collect and analyze qualitative and quantitative data on focus students aligned with 3rd-grade WA State Music Standards, assessing students via weekly Canvas assignments.

We will measure this summatively by:

Students will be assessed in Winter and Spring.

Action steps we will take to meet our goal:

The music teacher will incorporate pictures, videos, visuals, written and verbal directions into daily lesson plans to provide opportunities for students to increase comprehension.

The music teacher will use the information provided from the formative and summative assessments to modify instruction to help promote appropriate comprehension and communication skills.

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

The music teacher will use audio, video, picture icons and written text to increase comprehension for all students. Both synchronous and asynchronous Pear Deck interactive assignments will be used through the Canvas LMS to evaluate and track student progress in comprehension and communication skills for SIOP features 12 and 16.

Grade Level Team: Physical Education

Student Learning Goal:

Between October and May, through implementing SIOP strategies that will support component #3 (comprehensible input--by using feature 12, a variety of techniques used to make content concepts clear) and component #5 (increase student interaction--by using feature 16, providing frequent opportunities for interaction and discussion), all EL and/or Hispanic/Latinx Kindergarten students in PE classes will improve their Traveling and Balancing skills; all EL and/or Hispanic/Latinx. We will meet with our PLC group one time per month throughout the year on our professional development days to analyze data that will specifically focus on improving instruction for our students in EL and/or identified as Hispanic/Latinx.

We will measure this formatively by:

Kindergarten students will be tested three times throughout the year to see growth during each assessment. One pretest in September, a couple formative assessments in the middle of the year, and a summative assessment at the end of the year to see growth. Instructional strategies will routinely incorporate practice in marching, skipping, galloping, running, hopping and jump rope activities.

We will measure this summatively by:

I will use the WaKIDS assessment paperwork each time tested to see how the students improve throughout the year and will put it into a document for each student. My PLC group will meet once a month to review how the assessments and activities we are doing are working to show the students progress.

Action steps we will take to meet our goal:

- Collaboration among the specialists, EL/LS, and classroom teachers to tailor specific lessons
- PLC team work
- Class discussions
- Peer-to-peer discussions
- Research and utilize best practice strategies appropriate to content areas
- Emphasis of key vocabulary
- Enhanced visuals and hands-on activities to accommodate EL learners
- Differentiation
- Variety of grouping strategies

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

- Teacher will input all scores into computer to get averages of scores
- Will go over averages and how students did individually through the computer during class