



Edmonds
SCHOOL DISTRICT

School Improvement Plan

School Name: Mountlake Terrace Elementary

Year: 2020-21

Section I: School Mission, Vision, and Demographics:

School Mission: The Mountlake Terrace Elementary educational community works together to guide students to reach their academic and social potential as responsible world citizens and life-long learners in a safe and cooperative learning environment.

School Vision: We Welcome All - We Embrace Differences - We Learn and Grow - We Celebrate

School Demographics:

Group	Number of Students	% of Students	Group	Number of Students	% of Students
Enrollment (October)	483	NA	Two or More Races	55	11.39%
American Indian/Alaskan Native	3	0.62%	English Language Learners	84	17.39%
Asian	49	10.14%	Homeless/McKinney-Vento	25	5.18%
Black/African American	29	6%	Low Income	296	61.28%
Hispanic/Latino	127	26.29%	Section 504	23	4.76%

Native Hawaiian/Other Pacific Islander	6	1.24%	Students with Disabilities	87	18.01%
White	214	44.31%	Student Mobility	15	3.11%

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

Student, Family and Community Involvement in Plan:

In the development of this plan, we completed a yearlong Needs Assessment process throughout the 2018-19 school year. During this process, we reviewed the annual Student Survey and Family Survey. We completed three family Focus Group discussions in the following focus areas: (1) families of general education students, (2) families of students enrolled in special education, and (3) families of students in our English Learner (EL) program. We also shadowed five individual students in special education for one complete school day, analyzing their experience and educational program at our school.

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

Goals:	Narrative Reflection:
<p>2020/21 MTE SIP Theory of Action/Target Areas</p> <p>If we engage students and families in the most critical content within each math strand, and challenge students with real-world tasks that develop mathematical reasoning, students will show significant progress toward grade level standards.</p> <p>Math System</p> <ul style="list-style-type: none"> Regular use of common grade-level assessments to monitor student progress Year-long planning aligned with Common Core State Standards (CCSS) <p>Enhanced Math Instruction</p> <ul style="list-style-type: none"> Continued use of high cognitive demand tasks to strengthen mathematical reasoning Regular communication with families regarding critical math content and student progress Continued focus on engaging students by using strategies from Sheltered Instruction (SIOP) and Culturally Responsive Instruction Use of the concepts of Growth Mindset with students to improve their perseverance and grit. <p>Increased Math Outcomes</p>	<p>Overall Implementation Results</p> <p>The overall Theory of Action was our focus for both the 2017-2018 and 2018-2019 school years. Our professional development calendar was built with these goals in mind. Major areas of study and collaboration included:</p> <ul style="list-style-type: none"> Grade levels at the 3rd-6th grade levels used common assessments such as SBA IAB and curriculum-based assessments to guide student learning and interventions. K-2nd grade classes used curriculum-based and other CCSS-aligned assessments to monitor students’ progress in math. <ul style="list-style-type: none"> Grade levels collaborated in year-long planning aligned with CCSS (Common Core State Standards) All classrooms continued to implement high cognitive demand tasks A school-wide book study using The Growth Mindset Coach was incorporated into professional development activities throughout the year. Culturally Responsive Instruction was included, but to a lesser degree. Staff learning about “windows and mirrors” focused on the curriculum reflecting students and families at MTE. SIOP was not a major area of school wide study due to demands on time. While family communication was an ongoing goal and teachers continued to emphasize this area, minimal professional

Each child making progress toward or exceeding grade level standards in math with a specific focus on closing gaps for students in Special Education	development or new school wide strategies focused on this area. Again, this was due to time and focusing on other areas of the SIP.
Whole School Achievement Goal- As a result of this action: Compared to 41.63% meeting standard on the Math SBA in 2018, 46.6% will meet standard on the Math SBA in 2020.	Results as of 10/01/19 show that 48.9% of students at MTE have met standard on the Math SBA in 2019. This achievement exceeds our goal of 46.6% and represents <u>an increase of 7.3%.</u>
Students enrolled in Special Education: Compared to 10.63% meeting standard on the Math SBA in 2018, 20.63% will meet standard on the Math SBA in 2020.	Results as of 10/01/19 show that 15.36% 19.05% of students at MTE in special education have met standard on the Math SBA in 2019. This achievement does not meet our goal of 20.63% but it represents <u>an increase of 4.73%.</u>
Students not in Special Education: Compared to 49.46% meeting standard on the Math SBA in 2018, 54.46% will meet standard on the Math SBA in 2020.	Results as of 10/01/19 show that 54.41% of students at MTE not in special education have met standard on the Math SBA in 2019. This achievement exceeds our goal of 53.03% and represents <u>an increase of 5.04%.</u>

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

The SIP of the last few years, along with our current Needs Assessment, is informing our 2020-21 School Improvement Plan in many ways. We have seen that when we put together a systemic approach to increasing student achievement, the results can be significant. By increasing instructional rigor in math (i.e. High Cognitive Demand math tasks), aligning instruction with Common Core Standards, closely monitoring student progress with aligned assessments, and collaborating in teams across our school, student achievement has increased significantly. Our current SBA scores in both Mathematics and English Language Arts are the highest ever seen at Mountlake Terrace Elementary.

We have also seen the importance of supporting students' social-emotional learning in the pursuit of increased academic achievement. It is a common sentiment at our school that professional learning around Growth Mindset (and other social-emotional curricula such as Responsive Classroom and Second Step) and using these concepts intentionally in our classrooms has been a major contributing factor to this increased success.

We plan to continue to incorporate learning from our SIP work over the last few years as we move forward with focus on students in special education. We will also be analyzing and restructuring our school wide systems to better meet the needs of all students and in particular those with special needs, EL students, students of color and students living in poverty or experiencing homelessness.

Section III: Needs Assessment

A. Areas of Strength

A year-long Needs Assessment was completed at MTE during the 2018-2019 school year that focused on students enrolled in our Special Education program. Based on this assessment we found the following areas of strength:

1. As of August, 2019, 3-year growth of students in SPED on the SBA: ELA +1.68%, Math +3.79%

a. Based on Homeroom Maths State Data for Students that Qualify for Special Education

16-17	17-18	18-19	Total Growth
11.57%	13.70%	15.36%	+3.79%

b. Based on Homeroom ELA State Data for Students that Qualify for Special Education

16-17	17-18	18-19	Total Growth
9.97%	12.78%	11.65%	+1.68%

2. Strong welcoming classroom environments - overwhelming attitude of MTE staff is that students in special education are “our kids” where everyone shares responsibility for their success.
3. Typically, people are working very hard to help students who qualify for Special Education to succeed, and are putting in extra time and effort in the form of student advocacy, tracking of student data, and providing extra individual attention.
4. Specific grade levels have a high degree of collaboration and alignment of instruction with special education services. Some examples include:
 - a. Alignment and collaboration around writing instruction in third grade
 - b. Progress in math instructional alignment in fifth grade
 - c. Overall instruction in sixth grade, where students and resources are focused on one general education classroom for learning support Special Education and another for intensive support Special Education services
5. Other notable examples from services other than special education included:
 - a. Title 1/LAP Walk to Read and grade-level wide reading interventions in first grade
 - b. Alignment of EL (English Learners) writing instruction in second grade
6. Higher degree of instructional alignment in certificated-led groups (higher degree of collaboration between certificated general ed. and special education teachers a major contributing factor, as well as increased professional development and planning time).

B. Areas of Needed Growth

Our students in Special Education have a persistent and significant gap with general education peers in SBA results (both ELA and Math). While they have shown progress as a group, it is not enough to close the gap with their general education peers. These students also perform lower than other schools with similar demographics in our school district. This information led us to complete a year-long Needs Assessment, focusing on students enrolled in our Special Education program. Based on this assessment we found the following areas of needed growth:

1. Without sufficient time or systems for collaboration, educators have to provide instruction in silos, limiting greatly the alignment of learning for students.
2. Without sufficient professional development, staff do not have consistent knowledge of best practices of inclusion, understanding of disabilities, knowledge of differentiation approaches, or information about specific individual students. This is especially true for paraeducators, who cannot attend the majority of school and district professional development on these topics because meetings are scheduled outside of their work hours.
3. Systems of student referral and intervention (MTI, PST, DET) are not well-understood by general education teachers or could be improved for clarity and efficiency.
4. A variety of instructional delivery models exist such as push-in, pull-out, team teaching, paraeducator and certificated-led instruction, etc. In some cases, this is thoughtfully designed by the team and carried out with intention. In other cases, the delivery model is more guided by schedules, available resources, and limited time for collaboration.
5. Assessment information is inconsistently shared or communicated between general education and special education staff. This includes regular progress monitoring, curriculum-based assessments, and formative assessments. Without systems for sharing this information, or common assessments being used, monitoring of student progress is often done in silos.
6. Communication with families, particularly regarding student academic progress, is inconsistent across the school. This is further exacerbated by communication that is primarily using email and

in English only; it was found that many of our families don't use email and thus miss out on much of our communication. Families that don't speak English are further disconnected from our current communication systems.

7. Without frequent or easily-accessible information about their children's progress and how they can help at home, families are less able to partner with the school in their children's success. This appears to be especially true for families who speak a language other than English.
8. Efficient and anti-racist systems are needed. There are many people doing good work. However, the work is happening in silos and is not aligned with what others are doing. Some of the systems also need to be restructured to better meet the needs of all students.

Based on our analysis of our Needs Assessment, we have found these specific areas of needed growth that require our focus:

1. Increased knowledge of individual students' strengths, triggers, disabilities, IEP goals, plans, etc.
2. Increased time and systemic efficacy for collaboration around students with special needs:
 - a. Collaboration systems for general education and special education teachers
 - b. Collaboration systems for special education certificated and classified educators
3. Greater alignment in instruction between general education and special education settings:
 - a. Use of precise pre-teaching models, when appropriate
 - b. Close alignment of standards, instructional strategies, and curriculum
4. Regular use of assessment information for progress monitoring- shared between general education and special education groups
5. Systems of service delivery to students:
 - i. Pull-out vs. push-in groups, team-teaching models (general education and special education staff)
 - ii. Certificated vs. Classified instruction, or team-teaching models (special education certificated and classified staff)
6. Improved systems of student intervention and referral and/or understanding of these systems:
 - i. Problem Solving Team (PST)
 - ii. Disability Evaluation Team (DET)
 - iii. Multi-Tiered Instruction (MTI) meetings
 - iv. Professional Learning Communities (PLCs)
7. Communication systems with families:
 - i. Use of non-email communication- ie: SeeSaw and Canvas, in particular
 - ii. Translations services for families (Smore, School Messenger)
 - iii. Frequency of communication of student progress
 - iv. Frequency of direct communication with families, such as conferences, family learning nights, etc.
8. Professional development as a staff to support the above listed areas of growth:
 - i. Best practices around inclusion of students with disabilities
 - ii. Problem Solving Team/Evaluation Processes
 - iii. How to effectively differentiate instruction/Instructional models to meet all needs
 - iv. Understanding disabilities that our students have
 - v. What is expected of a teacher when following an IEP
 - vi. Professional Learning Communities & Cycle of Inquiry around specific student data/evidence
 - vii. Understanding of behavioral approaches/social-emotional learning

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)
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If your participation rate is an area of opportunity, please describe your plan for increasing student participation during the school year
Not Applicable

D. Third Grade OSPI Literacy Expectation:

What Percentage of Third Graders Met or Exceeded standard on the SBA ELA?	55 %, as of 10/1/19 Plan is required: YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
If a plan is required for your building, add in your Third Grade SBA Claim Report Data (percentages met) below: Our 3 rd grade Mountlake Terrace Elementary Students scored 56% proficient on their SBA ELA for the 2018-19 school year. Reading: 52% (2445±13) Writing: 55% (2431±14) Listening: 68% (2440±15) Research/Inquiry: 52% (2433±14)	

Section IV: Theory of Action

2020-2021: If we engage our educators in expanding their knowledge of special education students by providing time to collaborate, research, learn, implement and reflect on targeted teaching interventions, students will show significant progress toward grade level standards.

Theory of Action:

If we:

- increase our knowledge of individual students and their specific learning needs,
- devote time for collaboration in professional learning communities and professional development,
- improve the system of communication between all stakeholders,
- develop greater alignment between special education and general education,
- use regular progress monitoring to guide student support systems,
- analyze and restructure our systems to be more inclusive,
- engage families in setting and monitoring goals; as well as sharing ways they can be effective advocates

Then the progress of students in special education will be significant.

Rationale:

The main rationale behind MTE's Theory of Action is grounded in the research John Hattie did regarding effect size in relation to student achievement. Our collective teacher efficacy will be focused on coming together in professional learning communities and through the collaborative process of cycle of inquiries where teachers will determine the best teaching approaches to intervene and increase student success.

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

A. Whole School Achievement Goal(s):

- Increase whole school engagement**
Increase 2019-2020 online engagement from 75% by 5% to at least 80% of students being engaged in online learning.
- Increase of SBA ELA Proficiency Rate**
Increase 2018-19 SBA ELA Proficiency Rate from 49% by 5% to at least 54% achieving proficiency.
- Increase of SBA Math Proficiency Rate**

Increase 2018-19 SBA Math Proficiency Rate from 49% by 5% to at least 54% achieving proficiency.

B. Opportunity Gap Goal(s):

- a. **Increase of Student with Disabilities ELA Proficiency Rate**
Decrease the 2018-19 opportunity gap between our Students with Disabilities ELA Proficiency Rate with the non-Student with Disability ELA Proficiency Rate by 3%. (ie: Based on 2018-19 SBA ELA scores this would look like decreasing from a 43% gap to at most 40%)
- b. **Increase of Student with Disabilities Math Proficiency Rate**
Decrease the 2018-19 opportunity gap between our Students with Disabilities Math Proficiency Rate with the non-Student with Disability Math Proficiency Rate by 3%. (ie: Based on 2018-19 SBA ELA scores this would look like decreasing from a 44% gap to at most 41%)

Section VI: Action Plan

1. Increased knowledge of individual students' strengths, triggers, disabilities, IEP goals, plans, etc.
2. Increased time and systemic efficacy for collaboration around students with special needs:
 - a. Collaboration systems for general education and special education teachers
 - b. Collaboration systems for special education certificated and classified educators
3. Greater alignment in instruction between general education and special education settings:
 - a. Use of precise pre-teaching models, when appropriate
 - b. Close alignment of standards, instructional strategies, and curriculum
4. Regular use of assessment information for progress monitoring- shared between general education and special education groups
5. Systems of service delivery to students:
 - a. Pull-out vs. push-in groups, team-teaching models (general education and special education staff)
 - b. Certificated vs. Classified instruction, or team-teaching models (special education certificated and classified staff)
6. Improved systems of student intervention and referral and/or understanding of these systems:
 - a. Problem Solving Team (PST)
 - b. Disability Evaluation Team (DET)
 - c. Multi-Tiered Instruction (MTI) meetings
 - d. Professional Learning Communities (PLCs)
7. Communication systems with families:
 - a. Use of non-email communication- ie: SeeSaw/Canvas, in particular
 - b. Translations services for families (SeeSaw/Canvas, Smore, School Messenger)
 - c. Frequency of communication of student progress
 - d. Frequency of direct communication with families, such as conferences, family learning nights, etc.
8. Professional development as a staff to support the above listed areas of growth:
 - a. Best practices around inclusion of students with disabilities
 - b. Problem Solving Team/Evaluation Processes
 - c. How to effectively differentiate instruction/Instructional models to meet all needs
 - d. Understanding disabilities that our students have
 - e. What is expected of a teacher when following an IEP
 - f. Professional Learning Communities & Cycle of Inquiry around specific student data/evidence
 - g. Understanding of behavioral approaches/social-emotional learning
9. Analysis and Restructuring of School Wide Systems
 - a. Create and disperse surveys to staff, students, families and community
 - b. Create questions to conduct focus groups with some of our highest needs groups including our students and families with special needs
 - c. Use the data collected to create a 5 year plan to re-establish systems and structures that meet the needs of all students

Plan for 2020-21:

Key Improvement Action	Description	Timeline
<p>Increased time and systemic efficacy for collaboration around students with special needs:</p> <ul style="list-style-type: none"> • Collaboration systems for general education and special education teachers • Collaboration systems for special education certificated and classified educators 	<p>Date Source(s):</p> <ul style="list-style-type: none"> • Building Directed Time Professional Development • Building Directed Time Professional Development Staff Feedback Surveys • John Hattie Effect Size/DuFour's 4 Questions/Data Analysis <p>Specific Measure(s):</p> <ul style="list-style-type: none"> • Professional Learning Communities Cycle of Inquiry • Problem Solving Team – Creation of Tier I Interventions • Student and Family Support Team – Creation of Tier I Interventions • Observational Notes from team observations 	<p>Building Days with PLC/Collaboration Focus</p> <p>PLC Days (teams weekly meetings)</p> <p>ILT Meetings to Reflect on SIP, PD & PLCs: 1st Monday of each Month</p>
<p>Greater alignment in instruction between general education and special education settings:</p> <ul style="list-style-type: none"> • Use of precise pre-teaching models, when appropriate • Close alignment of standards, instructional strategies, and curriculum 	<p>Date Source(s):</p> <ul style="list-style-type: none"> • Homeroom • Assessment Data (ie: TC) • Skyward • SWIS • 95% Curriculum PD • John Hattie Effect Size/DuFour's 4 Questions/Data Analysis <p>Specific Measure(s):</p> <ul style="list-style-type: none"> • Three 95% Professional Development Days • Fall Learning Support pre-teaching in collaboration with classroom teaching • Professional Learning Communities Cycle of Inquiry • Multiple Tiered Intervention/Instruction Inclusion of LS, EL and Classroom Teachers 	<p>95% Professional Development Days (dates TBD)</p> <p>Fall Acadience & 95% Data Collection</p> <p>Winter & Spring MTI dates for classroom teachers to analyze data in collaboration with LS/EL departments</p>
<p>Regular use of assessment information for progress monitoring-shared between general education and special education groups</p>	<p>Date Source(s):</p> <ul style="list-style-type: none"> • Homeroom • Skyward • SWIS • Assessment Data • John Hattie Effect Size/DuFour's 4 Questions/Cycle of Inquiry <p>Specific Measure(s):</p> <ul style="list-style-type: none"> • Professional Learning Communities Cycle of Inquiry 	<p>PLC Days (teams weekly meetings)</p> <p>ILT Meetings to Reflect on SIP, PD & PLCs: 1st Monday of each Month</p> <p>Winter & Spring MTI dates for classroom teachers to analyze data in collaboration with LS/EL departments</p>

Plan for Subsequent Years

2021-2022:

- Continue focus on increasing professional knowledge and collaboration of professional learning communities to increase capacity to support our students with disabilities. Our action plan will focus on increasing the use of research based instructional strategies that support our students with disabilities academic success.
- Professional Development around anti-racist, and equitable teaching practices, as well as work on implicit bias and culturally responsive teaching practices will begin.
- Begin implementing the 5 year plan for creation of equitable systems.

2022-2023 and beyond:

- Continue focus on increasing professional knowledge and collaboration of professional learning communities to increase capacity to support our English language learners. Our action plan will focus on increasing the use of research based instructional strategies that support our English language learners' academic success.
- Professional Development around anti-racist, and equitable teaching practices, as well as work on implicit bias and culturally responsive teaching practices.
- Continue implementing the 5 year plan for creation of equitable systems.

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>	<input type="checkbox"/> Utilize Instructional Coaching <input type="checkbox"/> 95% Professional Development & Implementation <input type="checkbox"/> Family Involvement at School (and outside of school) <input type="checkbox"/> Targeted Professional Learning <input type="checkbox"/> Professional Learning Communities	<ul style="list-style-type: none"> • Monthly check-in with admin • 3 times annually for K & 1 teachers & during title/lap intervention time • Parent Teacher Conferences (fall & spring) • Building & Staff Meeting days • 3 times annually for K-6 during MTI & Monthly during second staff meeting
<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>	<input type="checkbox"/> Instructional Leadership Team <input type="checkbox"/> Whole Staff Data Analysis <input type="checkbox"/> Class Placement	<ul style="list-style-type: none"> • Monthly ILT meetings • Specific building & staff meeting days • Class Placement Staff Meeting

<p>Describe your Targeted Family Engagement Plan (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><input type="checkbox"/> Family Events</p> <p><input type="checkbox"/> Equity Team</p> <p><input type="checkbox"/> Family Survey & Family Advocacy Groups</p>	<ul style="list-style-type: none"> ● ie: family conferences, parent teacher conferences, sno-isle library partnership, etc... ● Monthly meeting ● Annual survey or advocacy groups depending on the cycle year
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Section VII: Grade Level/Specialist/Department Goals

Team Goals will be finalized on November 16th

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

- The most current focus of technology that is tied to our school SIP includes the use of family engagement apps/tools. Specifically apps/tools that allow us to better communicate with families whose home/first language is other than English. ie: SeeSaw/Canvas

KINDERGARTEN

All students will make growth in the student goals for narrative writing with the aim of advancing one performance level. This will be measured by pre, post, and end of year narrative on-demand performance assessments, student checklists supported by the Teachers College Materials, and conferring records written by the teacher and paraeducators. Kindergarten teachers will collaborate to create differentiated conferring topics/strategies (targeting on students who are writing below, at, and above standard), discuss/monitor student growth goals and progress towards them, plan and communicate parent support and practice activities. We will discuss student progress, strategies, and interventions with paras and other support staff (EL teachers, learning support teachers and SLP) as necessary.

1ST GRADE

All 1st graders will read with accuracy and fluency by applying phonics and word analysis skills in order to show growth in their reading level by May 2021. (See Common Core standards CCSS.ELA-LITERACY.RF.1.4 CCSS.ELA-LITERACY.RF.1.3) Families and students will participate in goal setting throughout the year.

The 1st grade team will also meet to align scoring across the grade level on Running Records. We will attend MTI meetings with our team of specialists; our principal, reading specialists, EL teacher and Special Education teachers. We will monitor student progress towards this goal using the following as appropriate: Acadience, PASI, Lexia, iReady Reading, Phonics SeeSaw assignments, Reading SeeSaw assignments, Sight Word Assessment, and Teachers College Running Records. We will monitor their comprehension of texts through formal observation three times a year by using the Teachers College Running Record Assessment Kit.

2ND GRADE

By May 2020, students who are currently more than one year below grade level in reading skills, will make 1 ½ years of growth in decoding, fluency and comprehension skills. The following measures will be used to monitor growth; Teacher’s College Running Records (Independent Reading Levels),-Ready Diagnostic Assessment, Lexia Reading Level and Self- Reflection/Self-Assessment.

3RD GRADE

The third grade cohort will show significant progress on place value concepts by modeling with mathematics, explaining their thinking, fluently adding and subtracting within 1000, rounding to the nearest 10 and 100, representing and solving problems involving multiplication and division. Through co-leadership, the third grade math PLC will focus on using MTE student work samples and 2020-2021 targeted CCSS math data to evaluate student work through leadership, collaboration, and collegial practices. This PLC will develop remote and in-person instructional practices, implement technology-based math practice, and adjust instruction to student needs. This goal will provide equity of math instruction across the 3rd grade classrooms at MTE. The team will use collaborative meetings to analyze student achievement in order to meet students' needs and implement effective instructional strategies.

The following measures will be used to monitor growth; Think Central (Math Expressions) Assessments (pre and post), math board work, small group targeted work and discussion, Canvas-adapted concept practice and demonstration of understanding, exit tickets, iReady progress at independent levels, SBA Interim Assessment Blocks and student reflection.

4TH GRADE

By the end of the school year 2020/2021, 80% of all students in Room 274 at Mountlake Terrace Elementary will demonstrate growth in their ability to draw and identify lines and angles, and classify shapes by properties of their lines and angles. The following measures will be used to monitor growth; pre and posttest from Math Expressions, quick quizzes from Math Expressions, data from I-Ready Math Program. The 4th grade team will plan, teach, and evaluate the geometry unit. Students will self assess by using Data Chats where they consider how their own actions and behaviors impact their work. Students will look at their data from test and diagnostic results to plan a course of action.

5TH GRADE

As measured by the district math series curriculum pre and post assessments, 5th grade students will increase their ability to interpret and solve decimal problems given between January and March and monitored by incremental data points, formative assessment and student self-assessment. Math Expressions Common Core 2013 Edition, iReady diagnostics and lessons, exit tickets, daily whiteboard use/share answer, daily use of chat, thumbs up/ thumbs down (self-assessment). Using growth and proficiency data, we will have students self assess by using Data Chats where they consider how their own actions and behaviors impact their work. Students will look at their data from test and diagnostic results to plan a course of action.

6TH GRADE

If we engage students and families in the most critical content within each math strand, and challenge students with real-world tasks that develop mathematical reasoning, then students will show growth in their ability to add, subtract, multiply, and divide decimals and fractions.

- **We will measure this Formatively by:**

Exit Tickets, Listening, Homework, Daily work, Family communication, Collaboration with partner(s)

- **We will measure this Summatively by:**

BOY Math Expressions Assessment (number sense page acting as Pre-assessment),

Math Expressions Unit 3 (Midpoint Assessment)

SBA Interim Block Assessments to be used when guidance for that comes out. (Midpoint Assessment)

BOY Math Expressions Assessment (number sense page acting as Post-assessment),

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

To meet this goal, we plan to take this content knowledge out of the stand alone math Expressions unit and embed this knowledge into other math content areas such as 2 and 3 dimensional geometry, and rates, ratios and percents. This work will be in addition to the unit devoted specifically to decimal and fraction number sense. Additionally, we will be reviewing this and other review concepts in the whole class setting, in groups, and with whiteboard work, multiple times throughout the week.

Besides those whole class activities, groups of students with similar skill levels and needs will be targeted for individualized small group support, tasks, and/or extension projects. These students will be identified through the assessments listed above.

TITLE/LAP

1st grade students who are served in Title I/LAP will improve the number of correct letter sounds and the number of whole words read in one minute between their fall benchmark and spring benchmark on Acadience. They will also make progress on the Phonics Skills on the 95 Percent Groups Phonics Screener for Intervention. Students will be measured on their progress on CVC words, then Blends, Digraphs, and finally, Long Vowel Silent-e.

It is our practice to use several assessment measures to accurately identify students' pre-instruction skills in September, monitor the effectiveness of instruction every two or three weeks throughout the school year, and determine the students' overall growth at the end of the instructional quarters in January and May. Acadience Nonsense Word Fluency will be used to monitor FIRST grade students in the area of letter sounds and word blending at the three Benchmark periods throughout the school year and every 2-4 week to monitor progress. The 95 Percent Group's Phonics Screener for Intervention will be used to place students in small groups and the monitor growth at the end of each subsection (approximately 3-5 weeks). Observationally, we will use retired nonsense words for students to practice during synchronous teaching.

SPED

The SPED staff will collaborate every two weeks with the 4th grade General Education teachers and a paraeducator of 4th grade students that receive Special Education support to determine: curriculum needs of the students, alignment of curriculum between general education and special education, reviewing student data and progress towards IEP goals, and best fit for placement of students in academic groupings. In addition to collaborating with staff at MTE, the SPED teacher will work closely with the families and students themselves to determine the academic, behavioral, social/emotional, and executive functioning needs and successes of the students.

The following measures will be used to monitor growth; email communication, meeting notes (schedule changes, etc.), progress monitoring for IEP goals (every 3-4 weeks), Benchmark data (fall, winter, spring) in Acadience and classroom oral reading fluency, Unit tests in the general education classroom, exit tickets from paraeducator and general educator lessons, anecdotal data from paraeducator and general educator lessons, assessment results from iReady and Lexia. Data from families and students will include exit tickets, Monday Check Ins (where students share their emotional well-being), daily check ins on the skill of the day, email/text/class dojo/phone call communication with families, communication from families or students to other staff members.

EL

There is a sub group of beginner/emergent level Kindergarten students. This group will improve their speaking skills moving up one or more ALD (achievement level descriptor) between November and May.

The following measures will be used to monitor growth; Checklists for specific ALDs they are working on, DIBELS ((phonemic awareness, letter names/sounds, and sight work assessments), ELPA scores for the speaking domain, and Imagine learning data.

Kinder ELL students will improve in their writing skills by at least one level from October to May. The EL



teacher will collaborate with Kindergarten teachers to create differentiated topics/strategies, discuss/monitor student growth goals and progress towards them, plan and communicate parent support and practice activities.

The following measures will be used to monitor growth; WaKIDS, winter and spring Acadience/DIBELS (phonemic awareness, letter names/sounds, and sight word assessments). Other measures will include ELPA results, Imagine Learning data, and ALD indicators.

