



**Edmonds**  
SCHOOL DISTRICT

# School Improvement Plan

**School Name: Spruce Elementary School**

**Year: 2020-21**

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

### School Mission:

At Spruce, we are compassionate citizens.  
We are responsible and respectful even when it's not easy, even when no one is looking.  
We have the courage to work for the common good.  
We are Spruce

### School Demographics:

Group	Number of Students	% of Students	Group	Number of Students	% of Students
Enrollment (October)	563	NA	Two or More Races	53	9.41%
American Indian/Alaskan Native	2	0.36%	English Language Learners	187	33.21%
Asian	80	14.21%	Homeless/ McKinney- Vento	7	1.24%
Black/African American	77	13.68%	Low Income	319	56.66%
Hispanic/Latino	168	29.84%	Section 504	17	3.02%
Native Hawaiian/Other Pacific Islander	18	3.2%	Students with Disabilities	73	12.97%
White	165	29.31%	Student Mobility	26	4.62%

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

\*\*Note about Student Mobility Rate: The OSPI captures this data from one fixed point to another fixed point, a single number of enrollment from each calendar point. This does NOT account for student movement across the year as we typically gain most or more students than we lose. When counting withdrawals and enrollments across the year from 4th day count to 4th day count, the Student Mobility rate for Spruce Elementary School is currently 7.95% and it typically runs closer to 20-25%.

**Student, Family and Community Involvement in Plan:**

**This is Year 2 of the SIP, in Year 1:**

- Students contributed data to our plan through instructional assessment data at all grade levels and their responses to the Student Perceptual Survey.
- Parents contributed data to our plan through their responses to the parent survey from Spring 2018.
- Parent Data was also used from the Family Continuous Learning Experiences Survey
- Parents (4 focus groups) contributed to our plan through the intentional and strategic analysis process we followed in the Spring of 2019 to analyze parent perceptual data. One group included the president of our PTO.
- Parents (Natural Leaders group) contributed to our plan through group discussion in Spring of 2019 about the school experience for their children conducted in multiple conversations throughout the year in meetings scheduled by the FEL.

**Section II: Reflection & Evaluation of Prior Year’s Progress 2019-2020**

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

**Positive School Climate + Culture of Literacy = Student Achievement in Literacy**

If we develop the positive learning climate of our school so that students feel like they belong and have the social and emotional skills to engage actively in a variety of rich learning experiences; and, if we develop the culture of literacy of our school where our learners engage actively in intentionally designed, differentiated literacy instruction, then we will grow readers’ and writers’ skills to increase at least one grade level growth as measured by classroom-based, school-wide and district assessments.

<p><b>Whole School Achievement Goal:</b> Compared to 45.65% of assessed students meeting standard on the ELA portion of state testing from Spring 2019, 51% of assessed students will meet standard on the ELA portion of the state’s test for Spring 2020.</p>	<p><b>Narrative Reflection:</b> We don’t have SBA data due to the COVID-19 closure. So while we don’t have data to support a percentage of growth in our goal area, we do have data to support that we were on the right track prior to closure on March 16: <u><b>K-4 Acadience Data (Fall to Winter):</b></u> 1st: Increase of students at Core by 12% 1st: Decrease of students at Intensive by 7% 2nd: Increase of students at Core by 2% 2nd: Decrease of students at Intensive by 6% 3rd: Increase of students at Core by 11% 3rd: Decrease of students at Intensive by 14% 4th: Increase of students at Core by 12% 4th: Decrease of students at Intensive by 20% <u><b>5th/6th Grade Independent Reading Levels (Fall to Winter):</b></u> 30% of 5th Grade students were at or above in the Fall compared with 53.8% of students at or above in the Winter.</p>
<p><b>Opportunity Gap Goal:</b></p>	<p><b>Narrative Reflection:</b></p>

Compared to 11.53% of assessed 3rd-6th grade students who are English language learners meeting standard on the ELA portion of state testing from Spring 2019, 20.4% of assessed 3rd-6th students who are English language learners will meet standard on the ELA portion of the state's test for Spring 2020.

We don't have SBA data due to the COVID-19 closure. So while we don't have data to support a percentage of growth in our Opportunity Gap goal area, we do have data to support that we were on the right track prior to closure on March 16:

**ELPA 21**

27% of all English Language Learners (36/133) made growth on the Reading portion of the ELPA 21 assessment between February 2019 and February 2020.

**K-4 Acadience Data (Fall to Winter):**

57.4% of all English Language Learners made growth in their reading as demonstrated through the Acadience Assessment between Fall and Winter

**5th/6th Grade Independent Reading Levels (Fall to Winter):**

# of 2nd Grade students who are bilingual and scoring Well Below on their TC Running Records decreased by 5.36 percentage points between Fall and Winter.

# of 2nd Grade students who are bilingual and scoring Exceeds Standard on their TC Running Records increased by 15.18 percentage points between Fall and Winter.

# of 3rd grade students who are bilingual and scoring Well Below on their TC Running Records decreased by 2.14 percentage points between Fall and Winter.

20/27 or 74% of 6th Grade students who are bilingual gained at least one reading level between Fall and Winter.

10/27 or 37% of 6th grade students who are bilingual gained at least three reading levels between Fall and Winter.

**Reflection on progress:**

By Fall 2019:

- The building specialist schedule was aligned to support 90-minute literacy blocks for K-6.
- All Team Growth Goals and Student Growth Goals were aligned to our SIP goal in literacy.
- Administrative classroom visits and walkthroughs were aligned to these literacy blocks.
- All classroom teachers engaged in assessing all students with TC Running Records.
- Most classrooms were engaged in small group instruction with push-in instruction and support (instead of pull out groups) happening at K-4 with Title/LAP, EL and Resource (in targeted cases).
- Our Intervention Coach was engaging with teachers especially in K-2 to support intervention in the classroom.
- We reset our Character Education program to include all-school learning aligned to 2nd Step.
- We reset our Family Handbook and created a separate School wide Behavior Plan
- We reset in systems and structures to support our learning environment.

By Winter 2020:

- All of our K-1, Title/LAP, EL and Resource staff received continued training on the 95% Group Intervention Curriculum that included lesson observation and lesson analysis in November of 2019 and a data walkthrough in February of 2020.
- We conducted MTI meetings with all staff K-6 teachers in November of 2019 where we reviewed data, acclimated to the Homeroom Dashboard, Analyzed current groups of students for reading instruction and analyzed reading progressions to better understand our learners and to inform our decision-making in reading instruction.
- We implemented 6 school wide learning experiences in Character Education.
- Staff created a variety of engaging opportunities for students including an after-school Broadcast Journalism Club, Move 60, Lacrosse Practice and Games after school, Rugby practice, a during-school

Silverware Patrol (based in the work of Dr. Jennie Warmouth as National Geo Grosvenor Teacher Fellow and her research trip to the Arctic).

**Unfortunately, the COVID shut down and continued remote learning in the Fall of 2020 has hampered our efforts to push this work forward. We continue with the following areas of focus:**

- Relationships and connections of our students to our school. SEL focus in each classroom, Morning Meetings, community building, Zones of Regulation, mindset and more.
- Getting and keeping our students connected with the variety of technology challenges that remote learning presents.
- Resetting the tone of rigor in THIS remote learning experience compared to the Spring 2020 experience specific to academic engagement to learning and tasks and work completion.

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

We know that we are on the right track. We know that the data supports continued work in this area that likely any gains that were made in the previous year have been impacted by the COVID-19 closure and the subsequent remote learning environment. We launched 2019-20 in a 5-year plan focused on building positive school culture and the culture of literacy and we plan to continue this powerful work and continue to move instructional practice and learning forward. We believe that the work of growing readers is the ultimate work of equity.

**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 were you unable to complete?**

By Fall 2019:

- The building specialist schedule was aligned to support 90-minute literacy blocks for K-6.
  - **This is maintained for 2020 with a remote learning adjustment.**
- Administrative visits were aligned to these literacy blocks.
  - **This is maintained for 2020 with a remote learning adjustment.**
- All classroom teachers engaged in assessing all students with TC Running Records.
  - **This is maintained for 2020 for K-2 only at this time.**
- Most classrooms were engaged in small group instruction with push-in instruction and support (instead of pull out groups) happening at K-4 with Title/LAP, EL and Resource (in targeted cases).
  - **Small groups are maintained for 2020, format is different due to remote learning.**
- Our Intervention Coach was engaging with teachers especially in K-2 to support intervention in the classroom.
- All classroom and student support teachers (Title/LAP/EL/Resource) teachers engaged in Professional Learning Communities to conduct data analysis and cycle of inquiry monthly.
  - **This is maintained for 2020 with calendar adjustment due to orientation to remote learning.**

- We reset our Character Education program to include all-school learning aligned to 2nd Step.
  - **We transitioned some of this work to the Spruce Digital Peace Room to adjust for remote learning.**
- We reset our Family Handbook and created a separate School wide Behavior Plan.
  - **This has been maintained for 2020 with a remote learning adjustment.**
- We reset in systems and structures to support our learning environment.

By Winter 2020:

- All of our K-1, Title/LAP, EL and Resource staff received continued training on the 95% Group Intervention Curriculum that included lesson observation and lesson analysis in November of 2019 and a data walkthrough in February of 2020.
  - **This is maintained for 2020 for Title/LAP staff for the Fall of 2020 and will likely continue for K-1 staff in the Winter or Spring of 2021 if possible.**
- We conducted MTI meetings with all staff K-6 teachers in November of 2019 where we reviewed data, acclimated to the Homeroom Dashboard, Analyzed current groups of students for reading instruction and analyzed reading progressions to better understand our learners and to inform our decision-making in reading instruction.
  - **Unknown as of November 2020**
- We implemented 6 school wide learning experiences in Character Education.
  - **Unknown as of November 2020**
- Staff created a variety of engaging opportunities for students including an after-school Broadcast Journalism Club, Move 60, Lacrosse Practice and Games after school, Rugby practice, a during-school Silverware Patrol (based in the work of Dr. Jennie Warmouth as National Geo Grosvenor Teacher Fellow and her research trip to the Arctic).
  - **Unknown as of November 2020**

**In regards to the closure we were unable to:**

- As of Winter of 2020, we had completed the structural pieces of the plan around time, schedules and what a push-in model was to look and sound like. We had implemented shared agreements around assessment, yet the loss of time and this transition to remote learning has been very impactful.
- We were unable to implement the Smarter-Balanced Assessment to measure growth.
- We attempted, but struggled to complete Acadience (DIBELS Assessment for the Spring Benchmark.
- Our Kindergarten team attempted to collect some Spring TS Gold data through 1:1 Conferences, with mixed results for the implementation of the assessment itself thereby making the data of questionable use.
- Student attendance and engagement were varied across our school. Some students attended daily while others struggled to attend or engage. Some students attended their zoom meetings and completed no assignments or assessments while others completed assignments and never attended zoom. Student Support Team formed in March 2020.

## **Section III: Needs Assessment** (conducted 2018-2019, updated for Year 2)

**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 in our School Climate**

1. The Spruce staff believes that a positive school climate is important.
  - 83.3% of Spruce staff believe that Social-Emotional Learning is important to our school climate and to the learning of our students. (Staff Q'aire, 2019)
  - 83.3% of Spruce staff believe that Character Education is important to our school climate and to the learning of our students (intentional learning about Respect and Responsibility. (Staff Q'aire, 2019)
2. Our staff uses a variety of structures and strategies to support the execution of a positive and productive learning environment.
  - 100% of Spruce certificated teachers are focused on SEL. (Expectations Fall Review 2020 conducted during Beginning of Year Conferences)
  - 92.6% of Spruce certificated classroom teachers are conducting regular Morning Meetings. (Expectations Fall Review 2020 conducted during Beginning of Year Conferences)
  - 96.3% of Spruce certificated classroom teachers are conducting regular activities to build classroom community including games, intentional discussion, 2nd step, Zones of Regulation and designed social time. (Expectations Fall Review 2020 conducted during Beginning of Year Conferences)
3. During the 2019-2020 school year, we followed a collaborative process to redesign our Learning Matrix, Our Family Handbook and our School Wide Behavior Plan. We developed habits of success for schoolwide learning in Character Education.
  - [Spruce Online Learning Matrix](#), [Spruce Family Handbook](#)

### **Areas of Needed Growth in our School Climate**

1. While we hold these shared beliefs, there is a disparity in our beliefs about how staff engage in implementing our shared values and expectations with consistency; that behavior expectations for students are not taught or consistently implemented.
  - 30.9% of staff are neutral or disagree that we have a shared set of values and expectations. (Staff Q'aire, 2019)
  - 78.5% of staff agree or strongly agree that they individually implement our shared values and expectations consistently. (Staff Q'aire, 2019)
2. Multiple data points suggest that our school environment needs continued support.
  - 27% of students in the 4th grade don't feel like they belong in this school or feel comfortable being at this school (4th Grade Perceptual Survey Spring 2019).
  - 61.9% of staff are neutral, disagree or strongly disagree that we implement our shared values and expectations consistently.

## **Areas of Strength in our Culture of Literacy**

Despite the fact that we continue to struggle with our achievement scores on the SBA for grades 3-6, our teachers and students continue to work hard and show their commitment to achieving growth in this area.

- [2019/20 Schedule w/Literacy Blocks](#)
- **K-4 Acadience Data (Fall to Winter):**
  - 1st: Increase of students at Core by 12%
  - 1st: Decrease of students at Intensive by 7%
  - 2nd: Increase of students at Core by 2%
  - 2nd: Decrease of students at Intensive by 6%
  - 3rd: Increase of students at Core by 11%
  - 3rd: Decrease of students at Intensive by 14%
  - 4th: Increase of students at Core by 12%
  - 4th: Decrease of students at Intensive by 20%
- Aligned MTI Collaboration around Literacy
  - Homeroom Data Analysis
  - What do guided reading groups look like?
  - Close reading of the progressions from Fountas & Pinnell
  - What instructional decisions and interventions are you making to move your readers' growth?
- Literacy Intervention Coach on staff at Spruce full time.
- Through the use of Teacher's College Running Records from Fall 2019 and Winter 2020 we know that 30% of 5th Grade students were at or above in the Fall compared with 53.8% of students at or above in the Winter. While 62.1% or 59/95 6th Grade students grew at least on level in reading between Fall and Winter for a total of 108 levels gained.
- Through collaboration with consultants from the 95% Group and multiple school visits and walkthroughs, we know that specifically in Kindergarten and 1st grade (which is a place of focus for the PD that is delivered from the 95% group) that our model of delivery for reading and writing was moving the wheel in the right direction around instruction, use of intervention blocks, use of targeted curriculum in phonemic awareness and decoding for support staff *and* classroom teachers.

## **Areas of Needed Growth in our Culture of Literacy**

- Over the past few years, there have been some significant difficulties as we continue to try to understand how our mobility rate affects student access to instruction; the challenges of language acquisition with a mobile population and the challenges of continued adjustment towards aligned curriculum and assessments.
- Systemic alignment that includes adjustment of schedules, staffing, intervention blocks, Student and Team growth goal alignment and professional development in data literacy and cycle of inquiry along with continued support for staff need to continue through the year of remote learning.

- While we did make some progress and our students showed some growth in their ability to read, and while we acknowledge those celebrations, 46.2% of 5th grade students and 37.9% of 6th grade students showed no growth in their reading between Fall 2019 and Winter 2020 on their Teachers College Running Records. We also know that 42.6% of students in the Kindergarten-4th grade showed no growth as measured by the Acadience Assessment.

**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?**

### **Positive School Climate for 2020-2021**

Our analyses indicate continued work is needed in developing our positive school climate. As we examined this issue, we identified four potential causes for our current results. While we have consistent implementation of shared expectations, we need to continue to highlight the SEL focus that we have started this year while in this remote learning environment. We need to continue to implement Student Support Team to support attendance and engagement along with Social-Emotional and behavior needs. Teachers need continued support in learning and consistently implementing strategies to cope with student behaviors where the dysregulation is acute. Teachers need continued support in learning and consistently implementing instruction in SEL.

### **Culture of Literacy for 2020-2021**

Our analyses indicate continued work is needed in literacy instruction for all. As we examined this issue, we identified four potential causes for our current results. While we have grown in the area of use of adopted curriculum, lack of consistent implementation of the adopted reading and writing curriculum coupled with the challenges of remote learning create the need for continued work in this area. While we have developed structures and support for small group instruction, the challenges of remote learning create the need for continued work and adaptation in this area. While we have increased operational effectiveness in the area of collaboration and communication, the challenges of remote learning create the need for continued support in this area. Skills and practices to support intervention and differentiated practice in the classroom. Our improvement focus will be to support our teaching staff's knowledge and skill development and to develop structures for more coordinated service to our students.

In 2019-2020 our analysis indicates that some of these factors have been improved upon in each of the areas outlined above, as measured by the data listed above. In 2020-2021, the impact of COVID-19 and lack of in-person schooling has forced many of these pieces into a digital environment, creating immense challenges for both the relationship piece of our SIP and the Literacy piece of our SIP.



## **Section IV: Theory of Action**

### **Positive School Climate + Culture of Literacy = Student Achievement in Literacy**

If we develop the positive learning climate of our school so that students feel like they belong and have the social and emotional skills to engage actively in a variety of rich learning experiences; and, if we develop the culture of literacy of our school where our learners engage actively in intentionally designed, differentiated literacy instruction, then we will grow readers' and writers' skills to increase at least one grade level growth as measured by classroom-based, school-wide and district assessments.

### **Rationale for setting a School Improvement Goal in Positive School Climate**

#### **Positive School Climate 2018-2019 Data**

1. The Parent Perceptual Survey
2. 4th Grade Student Survey (delivered to 3rd-6th)
3. The Staff Annual Building Survey
4. A Staff Questionnaire (created by Spruce Learning Environment Team).
  - 83.3% of teachers believe that Social Emotional Learning is important to our school climate and that Character Education (intentional learning about Respect and Responsibility, etc) is also important to our school climate.
  - 69.1% of staff believe that we have a shared set of values and expectations for our students, with 40.1% hold the belief that we implement our shared values with consistency.
  - 27% of students in the 4th grade don't feel like they belong in this school or feel comfortable being at this school.

#### **Positive School Climate for 2020-2021**

Our analyses indicate continued work is needed in developing our positive school climate. As we examined this issue, we identified four potential causes for our current results:

- While we have consistent implementation of shared expectations, we need to continue to highlight the SEL focus that we have started this year while in this remote learning environment.
- We need to continue to implement Student Support Team to support attendance and engagement along with Social-Emotional and behavior needs.
- Teachers need continued support in learning and consistently implementing strategies to cope with student behaviors where the dysregulation is acute.
- Teachers need continued support in learning consistently implementing instruction in SEL.

In 2019-2020 our analysis indicates that some of these factors have been improved upon in each of the areas outlined above, as measured by the data listed above. In 2020-2021, the impact of COVID-19 and lack of in-person schooling has forced many of these pieces into a digital environment, creating immense challenges for both the relationship piece of our SIP and the Literacy piece of our SIP.

## **Rationale for setting a School Improvement Goal in building a Culture of Literacy**

The rationale for our work on our Culture of Literacy rests in data captured from 2018/19 SBA ELA, 2018/19 Acadience Assessments, 2019/20 TC Running Records and 2019/20 Acadience Assessments.

### **2018/19 SBA ELA:**

- 18 5th grade students showed no growth between grade 4 to 5 and 17 students went down at least one level.
- 28 total 6th grade students made growth between grades 5 and 6, 21 students did not show growth and 14 students went down.
- There exists a 44% gap between our students on Bilingual Education and not on Bilingual Education in their proficiency on the 2018/19 SBA ELA.
- 5 of 53 English learners posted a proficient or better score on the SBA ELA
- 48 of 53 posted Below or Well Below Proficiency.

### **2019-2020 Teachers College Running Records and Acadience Data:**

- 46.2% of 5th grade students and 37.9% of 6th grade students showed no growth in their reading between Fall 2019 and Winter 2020 on their Teachers College Running Records.
- 42.6% of students in the Kindergarten-4th grade showed no growth as measured by the Acadience Assessment.
- 73% of our students who are bilingual did not show growth between 2018/19 and 2019/20 on the ELPA 21 Assessment

Our analyses indicate continued work is needed in literacy instruction for all. As we examined this issue, we identified four potential causes for our current results:

- While we have grown in the area of use of adopted curriculum, lack of consistent implementation of the adopted reading and writing curriculum coupled with the challenges of remote learning create the need for continued work in this area.
- While we have developed structures and support for small group instruction, the challenges of remote learning create the need for continued work and adaptation in this area.
- While we have increased operational effectiveness in the area of collaboration and communication, the challenges of remote learning create the need for continued support in this area.
- Skills and practices to support intervention and differentiated practice in the classroom. Our improvement focus will be to support our teaching staff's knowledge and skill development and to develop structures for more coordinated service to our students.

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

### A. Whole School Achievement Goal:

- With SBA as a measure: Compared to 45.85% of assessed students meeting standard on the ELA portion of state testing from Spring 2019 (the last year of SBA data due to COVID-19), 51.3% percent of assessed students will meet standard on the ELA portion of the state's test for Spring 2021.
- With iReady Reading and Teachers College Running Records as a measure: Overall, at least 10% of students who scored below grade level on the iReady reading diagnostic assessment for 3rd-6th and the Teachers College Running Records for K-2 in the fall would reach grade level on the spring assessment.

### B. Opportunity Gap Goal:

- With SBA as a measure: Compared to 26.44 percent of assessed 3rd-6th grade students who are English language learners meeting standard on the ELA portion of state testing from Spring 2019 (the last year of SBA data due to COVID-19), 33.8 percent of assessed 3rd-6th students who are English language learners will meet standard on the ELA portion of the state's test for Spring 2021.
- With iReady Reading and Teachers College Running Records as a measure: 10% of students qualifying for ELL services who scored below grade level on the iReady reading diagnostic assessment for 3rd-6th and the Teachers College Running Records for K-2 in the fall would reach grade level on the spring assessment.

**C. Connections to Blueprint 2025 Metrics** – These goals directly connect with Blueprint goals of Equity of Opportunity and High Expectations

**D. Social Emotional Learning Focus** – All classrooms institute Morning Meeting routines to connect personally with each other. Our K-3 classrooms (and others) are implementing the Second Step curriculum throughout the school year. Our school continues to have a school-wide focus on positive behavior supports and our positive school community where all students feel welcome and safe.



## Culture of Literacy

<b>Professional learning and implementation of researched, effective language acquisition strategies and reading instruction practices</b>	<ul style="list-style-type: none"> <li>○ TPEP- Criterion 8 aligned to PLC's</li> <li>○ Team (most) and Student Growth Goals aligned to Common Core Literacy standards (many in Foundational Skills)</li> <li>○ Grade Level PLC's with Title, LS and EL teachers attached to each grade level PLC.</li> <li>○ Literacy Intervention Specialist full time to support assessment, data analysis, PLC, intervention curriculum implementation and differentiated practice in the classroom.</li> <li>○ Professional Learning in SIOP, English Language Proficiency Standards, Practices and Strategies to support Language Acquisition.</li> </ul>	<p><b>PLC work ongoing from 2018/19</b></p> <p><b>Ongoing through 2021/22</b></p> <p><b>See Action Plan</b></p>
<b>Implement school-wide systems to support language acquisition and reading instruction</b>	<ul style="list-style-type: none"> <li>○ Literacy Blocks for K-4</li> <li>○ Title/LAP, Learning Support and EL Schedule that keeps ALL students in the classroom for the 15-minute Benchmark mini-lesson.</li> <li>○ Push-in Title and EL services during the Literacy Block.</li> <li>○ Use of intervention curriculum (95% etc) by Title and classroom teachers (as appropriate).</li> <li>○ Use of TC Running Record for all K-2 students.</li> <li>○ Use of iReady Reading Assessments for 3rd-6th.</li> </ul>	<p><b>Ongoing through 2021/22</b></p> <p><b>See Action Plan</b></p>

**Plan for Year 2: We are currently in Year 2 (see information provided in this School Improvement Plan)**

### Plan for Year 3

- Adjustment of pacing guides based on reorientation to in-person learning.
- Continued focus on classroom and school wide positive behavior supports that create a safe and productive learning environment. Reorientation of all students to our shared expectations for our school community as we reacclimate to in-person learning.
- Continued focus on increasing capacity to support our English learners. Our professional learning plan will focus on increasing our understanding and skills in using instructional strategies that support our English learners' engagement with grade-level content.
- Reboot of the structures and systems to support our Culture of Literacy at the conclusion of remote learning.

### 2022-2023: Year 4

- Continued focus on increasing capacity to support our English learners.
- Continued focus on classroom and school wide positive behavior supports that create a safe and productive learning environment.
- Professional learning plan will focus on increasing our understanding and skills in using instructional strategies that support our English learners' engagement with grade-level content.

## 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><b>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.</b></p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Utilize Instructional Coaching</li> <li><input checked="" type="checkbox"/> Targeted Professional Learning</li> <li><input checked="" type="checkbox"/> Professional Learning Communities</li> <li><input checked="" type="checkbox"/> Aligned Curriculum used with fidelity</li> <li><input checked="" type="checkbox"/> Use of intervention curriculum, 95%</li> <li><input checked="" type="checkbox"/> Literacy Intervention Specialist</li> </ul>	<p>Ongoing through 2021/22</p>
<p><b>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?</b></p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Class Placement Meetings in the Spring.</li> <li><input checked="" type="checkbox"/> Spring MTI to support conversations about student learning and intervention plans.</li> <li><input checked="" type="checkbox"/> Team Meetings with the receiving teacher.</li> </ul>	<p>Spring 2021</p>
<p><b>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.</b></p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Online Coffee Cafe with the Principal</li> <li><input checked="" type="checkbox"/> Use of technology, LMS and communication tools to communicate with families in home language.</li> <li><input checked="" type="checkbox"/> Communication Strategies with all staff to communicate what students know, what they are learning and how families can support their students.</li> <li><input checked="" type="checkbox"/> Class offerings for families (FEL)</li> <li><input checked="" type="checkbox"/> Information Nights (2x)</li> <li><input checked="" type="checkbox"/> Information Nights for Title (1x)</li> <li><input checked="" type="checkbox"/> Student Support Team, Materials Distribution twice monthly, home visits and home deliveries.</li> </ul>	<p>Ongoing through 2020/21</p>

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

**School Name:** Spruce Elementary School

**Year:** 2020-2021

**Grade Level/Department/Team:** Kindergarten

**Student Learning Goal:** Between January 2021 and April 2021, all kindergarten students will show growth in demonstrating an understanding of initial and ending phonemes in spoken words.

[CC Standard- RF.K.2](#): Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

RF.K.2C: Segment onsets and rimes of single-syllable spoken words.

RF.K.2D: Isolate and pronounce initial and final sounds (phonemes) in CVC words.

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

Progress monitoring will occur every 3 weeks using 95% Group Inc. materials. Additional progress monitoring will occur for letter-sound attachments, sight word identification and usage, and sound-spelling. Additional progress monitoring will occur through writer's workshop, guided reading groups, journaling, use of Heggerty materials, and Imagine Learning usage and data.

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

Students are assessed phonemic skills in October, January and March using our kindergarten assessment packet, assessing letter-sound attachment, isolating and blending phonemes, syllables, and segmenting sounds. In January, students will be assessed using Acadience and PASI.

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

Whole-group direct instruction in letter names and sounds and other phonological skills like rhyming, isolating phonemes, segmenting, or blending sounds based on a combination of curricula (TC Units of Study, Benchmark, 95% Group, and Heggerty). Small group, targeted instruction in guided reading groups and literacy intervention groups. Partner with the EL teachers and staff to differentiate instruction for students who are learning English. Review of assessment data in grade level PLC and plan further action steps based on data trends.

### **Technology-This is how we will utilize technology to meet our goal:**

Use of websites like Raz-Kids and Imagine Learning to reinforce skills taught both whole and small-group. Using My Teaching Strategies and WaKIDS data we will place students on a developmental continuum in literacy and language.

**School Name:** Spruce Elementary School

**Year:** 2020-2021

**Grade Level/Department/Team:** 1st Grade

**Student Learning Goal:** Between September 2020-May 2021, students at 1<sup>st</sup> grade will show growth in their reading accuracy, which will be evident in their increased knowledge of sight words, letter sounds, or their ability to decode as they read at their reading level.

**We will measure this Formatively by:**

Students will be provided with differentiated sight word cards that they will practice independently, work one-on-one with an adult to increase the number of sight words they know, will work on decoding strategies and letter/sounds during small group instruction (strategies incl. repetition, differentiation, written practice, guided reading, independent reading/partner reading, explicit instruction in decoding strategies, and modeling.

BOY Basic Skill Assessment includes letter/sound inventory, knowledge of sight words and running record level, planning sheets, observations, and anecdotal notes.

**We will measure this Summatively by:**

An Acadience Assessment and running records (accuracy) will be administered before October 2020 and an Acadience post-assessment administered as well as a final Running Record level will be determined in May 2021.

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

Grade Level meetings to support strategies that implement instructional activities requiring complex student thinking including:

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

Using Raz-kids and Epic websites for enrichment.

**School Name:** Spruce Elementary School

**Year:** 2020-2021

**Grade Level/Department/Team:** 2nd Grade

**Student Learning Goal:** Between October 2020 and March 2021, second grade students will demonstrate growth in the area of reading fluency (as defined by accuracy, rate, and prosody).

**Rationale:** **Fluency** is a key contributor toward independent and successful **reading** and consists of **three components:** accuracy, rate, and prosody (expression).

CCSS.ELA-LITERACY.RF.2.4 Read with sufficient accuracy and fluency to support comprehension.

CCSS.ELA-LITERACY.RF.2.4.C

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**We will measure this Formatively by:** Autumn, Winter and Spring Running Records (specifically recording and analyzing the *fluency* portion of Teachers College Running Records assessments). We will be tracking each individual's fluency at their unique independent/instructional levels.

**We will measure this Summatively by:** One minute fluency passages via Raz-Kids, informal audio recordings of "just right text" via Seesaw, weekly Spiral Up fluency passages, Reader's Theater (if possible in remote modality), and other aspects of regular and supplemental reading instruction.

**Action steps we will take to meet our goal:** Daily literacy lessons (Lucy Calkins, Benchmark Literacy), weekly small group instruction, Title-1 and SPED reading groups, and daily independent reading practice.

**Technology-This is how we will utilize technology to meet our goal:** Raz-Kids (daily reading practice and fluency passages and kids' ability to "listen to" stories they read), Running Records administered via Zoom during remote learning, interactive story read-alouds (modeling), and audio recording of reading passages via Seesaw.

**School Name:** Spruce Elementary School

**Year:** 2020-2021

**Grade Level/Department/Team:** 3rd Grade

**Student Learning Goal:** Between November 2020 and April 2021, students will be able to fluently read a passage at their independent reading level, based on CCSS foundational skills RF3.4: Read with sufficient accuracy and fluency to support comprehension and RF3.4b: read grade level prose and poetry orally with accuracy, appropriate rate and expression on successive readings.

**We will measure this Formatively by:** Listening to reading in small groups, and additional recordings made in Raz-Kid.

**We will measure this Summatively by:** Students will make a recording of a cold read passage and after practice and instruction in fluency, students will make a second recording. We will use the fluency rubric from the TC running records kit to evaluate the recordings, checking for progress.

**Action steps we will take to meet our goal:** We will collaborate to choose appropriate leveled passages, determine instructional strategies and student needs, and to ensure alignment on the rubric.

**Technology:** This is how we will utilize technology to meet our goal: Students will use Raz-Kids to read and record, and we will use Canvas media recordings and/or Zoom.

**School Name:** Spruce Elementary School

**Year:** 2020-2021

**Grade Level/Department/Team:** 4th Grade

- Sheila Williams
- Jen Wade
- Rachel Schofield
- Megan Hawkins

**Student Learning Goal:** Between November 2020 and April 2021, all fourth grade students will refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (4.RL/I.1)

**We will measure this Formatively by:**

- Conference anecdotal notes/Checklist
- Pre assessments from Benchmark Reading
- TC Running Records
- Reading Responses
- Guided Reading Groups
- iReady Reading Diagnostic

**We will measure this Summatively by:**

- Benchmark assessments that go with each unit
- iReady Reading Diagnostic (mid)
- Mid/End assessment from Benchmark Reading.

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

- Assess students independently via Running Records
- Identify strengths and weaknesses in reading comprehension
- Create flexible guided reading groups to target specific needs

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

- Pull from and access a variety of online texts through EPIC (digital library through Clever), Sora and Raz-kids
- Utilize:
  - Zoom
  - Canvas
  - iReady
  - Benchmark Universe
  - Amplify Books

**School Name:** Spruce Elementary School

**Year:** 2020-2021

**Grade Level/Department/Team:** 5th Grade

**Student Learning Goal:** From November 2020 through March 2021, students will show growth in their ability to successfully solve multi-digit multiplication/division problems and increase their foundational knowledge of underlying concepts in multiplication/division, specifically with respect to the content addressed in Common Core State Standards 5.NBT.5 - 5.NBT.6 (*Numbers and Operations in Base Ten*).

**We will measure this Formatively by:**

From November 2020 through March 2021, we will use multiple measures to collect data and formatively assess students' progress in relation to CCSS 5. NBT.5 - 5.NBT.6. These measures include, but are not limited to: teacher-created activities/assessments, district/curricular assessments (digitally assigned), iReady mini-lesson reports, quick quizzes, exit-tickets, and observations/anecdotal evidence collected during Zoom meetings (whole-class or small-group time).

**We will measure this Summatively by:**

From November 2020 through March 2021, we will use multiple measures to collect data and summatively assess students' progress in relation to CCSS 5.NBT.5 - 5.NBT.6. These measures include but are not limited to iReady math diagnostic assessments, Smarter Balanced Practice Tests (Pre-/Post-), SBA IAB modules (computer-based), and teacher-created CCSS aligned assessments.

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

From November 2020 through March 2021, we will use formative assessments to track student progress with respect to CCSS 5.NBT.5 – 5.NBT.6. The data collected from pre-assessments and subsequent lessons/assessments will be used to determine the pace and format of future instruction. The data collected will also help determine the type of differentiated instruction required for targeted groups of students, as well as the whole class moving forward.

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

Our grade-level team will provide multiple opportunities in the course of the aforementioned time period for students to utilize technology, especially since students will be completing their work in an online school model. These programs include but are not limited to: anecdotal evidence collected in Zoom class sessions, iReady Math diagnostics and teacher/program assigned lessons, Canvas assigned math activities/assessments, SBA IAB modules, Hoodamath fluency reports, and online teacher-created assessments/exit-tickets/forms.

**5th Grade Plan to address SIP work:**

1. What is your plan to address the school improvement work in Reading in your classrooms?



During the 2020-2021 school year, students will demonstrate growth in their reading comprehension skills and accuracy in accordance with CCSS>ELA-LITERACY.RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

2. What data will you be collecting to target instruction with your students?

The multiple measures (both formative and summative) that will be used to monitor progress on the aforementioned goal include, but are not limited to: Benchmark assessments (Pre-/Mid./End) IReady Diagnostic,, running record documents, anecdotal evidence, and small-group/individual reading conferences.



**School Name:** Spruce Elementary School

**Year:** 2020-2021

**Grade Level/Department/Team:** 6th Grade

**Student Learning Goal:** During the 2020-2021 school year, students will demonstrate growth in their reading comprehension skills and accuracy in accordance with **CCSS RL.6.10 [Range of Reading and Level of Text Complexity]** (By the end of the year, read and comprehend literature in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range)].

**We will measure this Formatively by:** Formative assessments that will be used during the course of the year to track progress on this goal include, but are not limited to: Teachers College running record, iReady reading diagnostics and lessons, teacher-created assessments, and anecdotal evidence.

**We will measure this Summatively by:** Summative assessments that will be used during the course of the year to track progress on this goal include, but are not limited to: Teachers College running record and iReady reading diagnostics.

**Action steps we will take to meet our goal:** In accordance with the aforementioned goal, we will be monitoring students' progress during instruction (whole-class and small-group) and determining future instruction based on students' results.

**Technology-This is how we will utilize technology to meet our goal:** Technology will be used throughout the year to provide students with additional channels to demonstrate their skills in comprehension and fluency. Resources that will be used include, but are not limited to: iReady reading, Raz Kids, Epic, Imagine Learning, Google Form assessments, small groups on Zoom, and additional online text sources.

**School Name:** Spruce Elementary School

**Year:** 2020-2021

**Grade Level/Department/Team:** Title 1/LAP

**Student Learning Goal:**

Between February 2021 and May 2021 first grade students served in Title reading groups will show growth in their ability to know and apply grade-level phonics and word analysis skills in decoding regularly spelled one-syllable words (Common Core Reading Standard in Foundational Skills 1.3.b) as measured by the 95% Group Phonics Screener for Intervention and the Acadience Benchmark assessment.

**We will measure this Formatively by:**

Progress monitoring with the 95% Group Phonics Chip Kit.

**We will measure this Summatively by:**

Acadience Benchmark and Acadience Progress Monitoring assessments in Nonsense Word Fluency: Correct Letter Sounds and Whole Words Read.

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

- Use benchmark data to form phonemic awareness/phonics skill groups.
- Meet with groups four days each week in Zoom breakout rooms.
- Meet weekly as a team to discuss progress monitoring data and adjust groups as needed every 3-4 weeks to meet student needs in foundational reading skills.

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

- Phonemic awareness and phonics educational videos
- Zoom lessons and breakout sessions

**School Name:** Spruce Elementary School

**Year:** 2020-2021

**Grade Level/Department/Team:** EL Team

**Student Learning Goal:** Between March of 2021 and April of 2021, students receiving EL support services will show growth in their decoding ability as anchored by CCSS.ELA-LITERACY.RF.2.3.

**We will measure this Formatively by:**

Observational notes, running records, Acadience/PASSI data, decoding inventories, and Imagine Learning data

**We will measure this Summatively by:**

Running records, decoding inventory, Imagine Learning data

**Action steps we will take to meet our goal:** Model reading strategies involving decoding, teach the phonetic keys and alphabet letter sounds, attend weekly EL team meetings to discuss student progress and improve instructional practices, attend district training on the use of ELPA data and English Language Proficiency Standards to guide instruction

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

video demonstrations, Imagine Learning Program, assign online games, Pear Deck, Jamboard

**School Name: Spruce Elementary**

**Year: 2020/2021**

**Grade Level/Department/Team: Library**

**Student Learning Goal:** From October to May I will be collaborating with my librarian PLC to work with all 3 kindergarten classes. Students will show growth in identifying and describing character traits using evidence from the text (lib. scope/sequence: Inquire B.1 and CCSS.LA.RL.K.3. This will be measured by on-Demand Performance Assessments, completed library activities and other anecdotal evidence. My PLC will be librarians working together to create lessons and assessments to achieve this goal.

**We will measure this Formatively by:** Weekly activities in Seesaw using various methods such as audio responses, drawing responses, and text responses.

**We will measure this Summatively by:** Post assessment identical to pre-assessment

**Action steps we will take to meet our goal:** Meet weekly as a PLC to plan our lessons and review student responses related to character trait work.

**Technology-This is how we will utilize technology to meet our goal:** Students will use their learning platform Seesaw to access all activities and provide responses to our prompts.