

**2019-20 School Improvement Plan
Totem Falls Elementary School
Snohomish School District #201**

Hawk Cramer
Principal

Introduction:

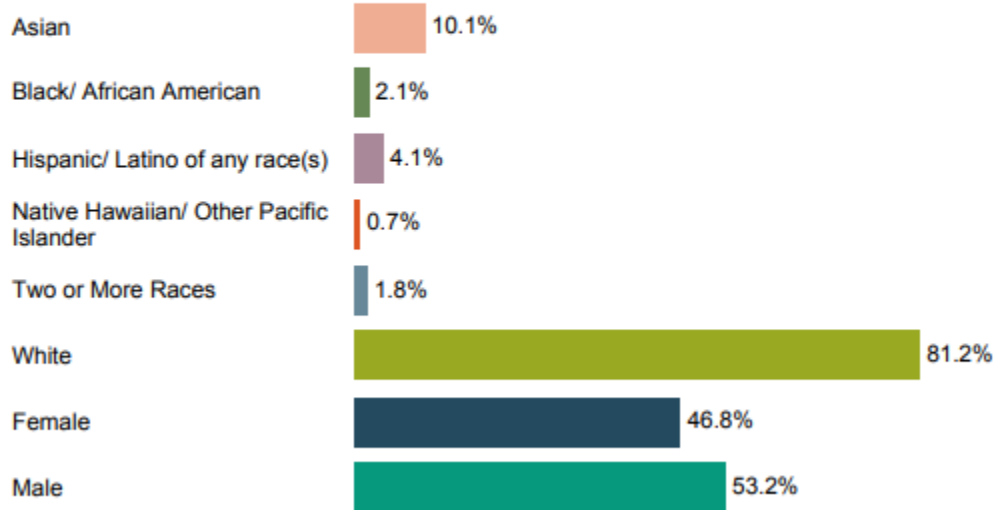
Totem Falls is in a state of transition. Over the last three years, there have been changes in all of the leadership and operational positions - new Principal, Counselor, Psychologist, Speech Language Pathologist, Learning Support teacher, both life skills teachers, Administrative Assistant, Main Office Secretary, Occupational and Physical Therapists, Nurse and evening Custodian. Most of those who were in these positions had been here for at least ten years, and several were here for more than twenty. Our School District has also experienced big shifts in leadership positions during the same time period.

As relationships are core to our work, we are focused on developing and strengthening relationships across the school by centering our improvement efforts on strengthening our culture of collective responsibility and collaboration in support of student learning. We will work on this collectively during staff meetings and professional growth Fridays.

Demographics and Special Programs

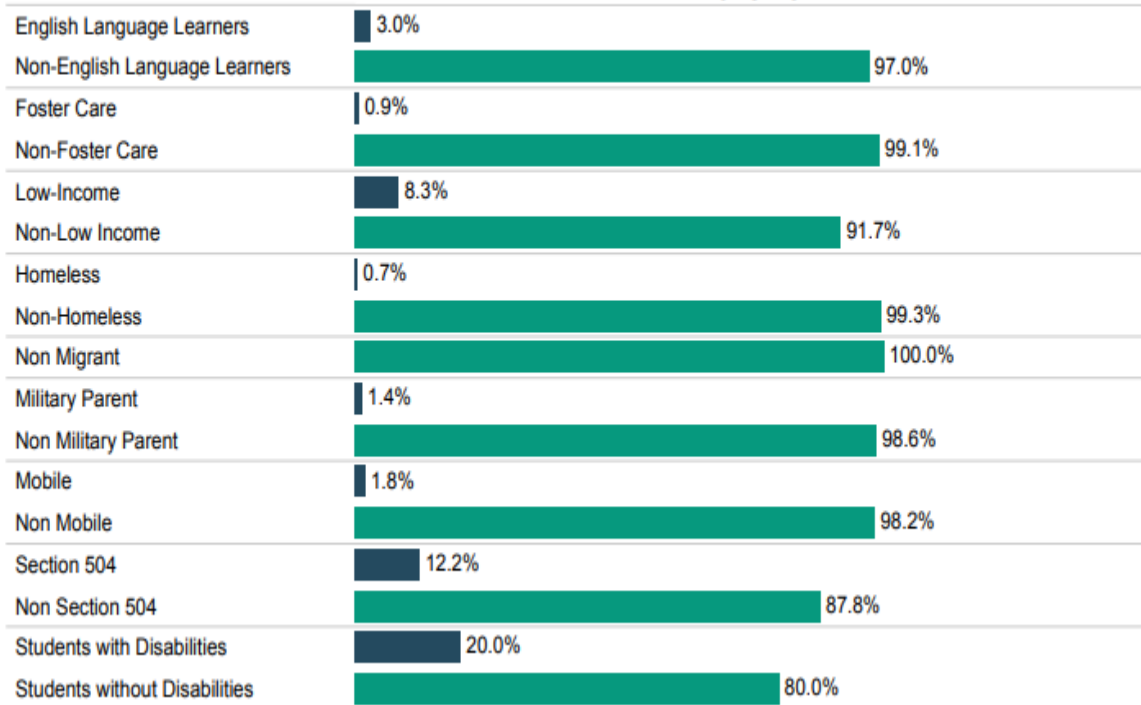
Totem Falls

2018-19



Totem Falls

2018-19



Organizational Growth and Outcomes

We continue to identify and implement opportunities to expand our effectiveness regarding the Nine Characteristics of High Performing Schools and to support professional development that is supportive of the areas of emphasis that are articulated in the criteria for effective instruction outlined and detailed, by the Danielson Framework for teacher evaluation (T-PEP) and the AWSP Evaluation Framework for administrators in the State of Washington.

Nine Characteristics of High Performing Schools		Eight Criteria of Teacher Evaluation in Washington State
1	High Standards and Expectations for All Students	(Criterion 1) Centering instruction on high expectations for student achievement
2	Curriculum, Instruction and Assessment Aligned with State Standards	(Criterion 2) Demonstrating effective teaching practices
3	Clear and Shared Purpose	(Criterion 3) Recognizing individual student learning needs and developing strategies to address those needs
4	Supportive Learning Environment	(Criterion 4) Providing clear and intentional focus on subject matter content and curriculum
5	Frequent Monitoring of Teaching and Learning	(Criterion 5) Fostering and managing a safe, positive learning environment
6	Family/Community Involvement	(Criterion 6) Using multiple student data elements to modify instruction and improve student learning
7	High Levels of Collaboration and Communication	(Criterion 7) Communicating and collaborating with parents and school community
8	Focused Professional Development	(Criterion 8) Exhibiting collaborative and collegial practices focusing on improving instructional practice and student learning
9	Effective School Leadership	

Our School's Previous Goals (18-19)

District-Aligned Goal:

This year, 100% of teachers will engage in learning and developing their ability to use the gradual release of responsibility model by Fisher and Frey: focused instruction, guided instruction, collaborative learning, and independent learning.

This year all general education classroom teachers will engage in identifying the essential standards in ELA K-6, as well as developing a common understanding of what work demonstrates proficiency at each grade level, developing the foundation for MTSS, as well as the knowledge and skills to effectively leverage the new ELA adoption.

Building-Specific Goals:

Student Learning Goal:

Students not meeting standard in reading in the Fall will grow at least one performance level by the end of the year as measured by STAR, and SBA scores.

Targeted Student Learning Goal:

Students in K-3 Identified for LAP services will grow at least one performance level by the end of the year as measured by STAR, ESGI, and Benchmark assessments.

Our School's Goals for 19-20

District-Aligned Goal:

This year, 100% of teachers will engage in learning and developing their understanding of the MTSS framework, specifically Tier 1 instruction.

K-3 teachers will engage in professional development in guided reading as a focal point for providing small group guided instruction as part of Tier 1 instruction. Within the guided reading PD, teachers will engage in co planning and implementing Guided Reading lessons with clear purpose (learning target) with clear criteria for success. They will each have an opportunity to further their work in guided reading with our LSS, Shelly Dearmon, as well as with visiting PD consultants from Scholastic.

4-6 teachers will engage in professional development in setting up the writer's workshop to include a short, focused mini lesson with a clear learning target, modeling with mentor text, along with success criteria, ample time to practice, writer's conferences, and time for students to share their work and give and receive criteria based feedback. The PD will be both in group (all 4-6 teachers) as well as in grade level bands, and one on one, facilitated by our LSS, Shelly Dearmon.

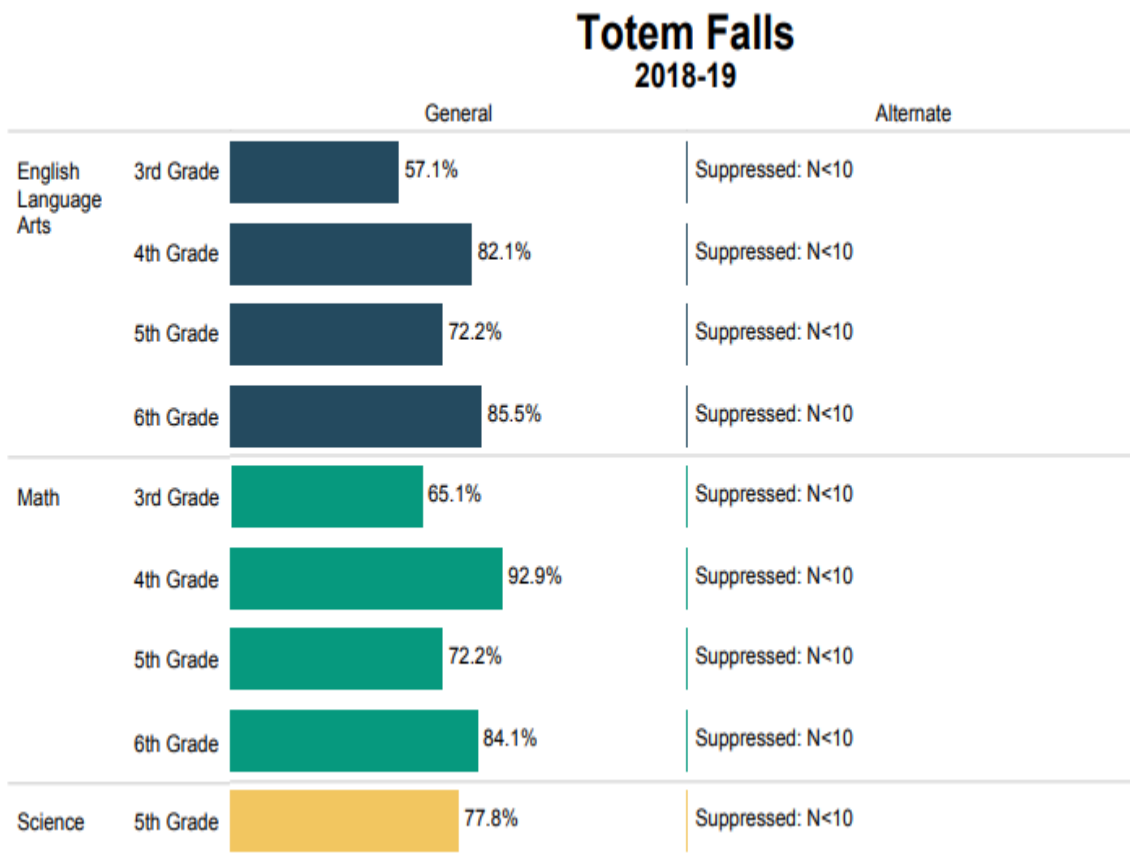
In collaboration with Seattle Hill, Little Cedars, and Cathcart, all teachers will identify common essential standards in reading K-6.

Building-Specific Goals:

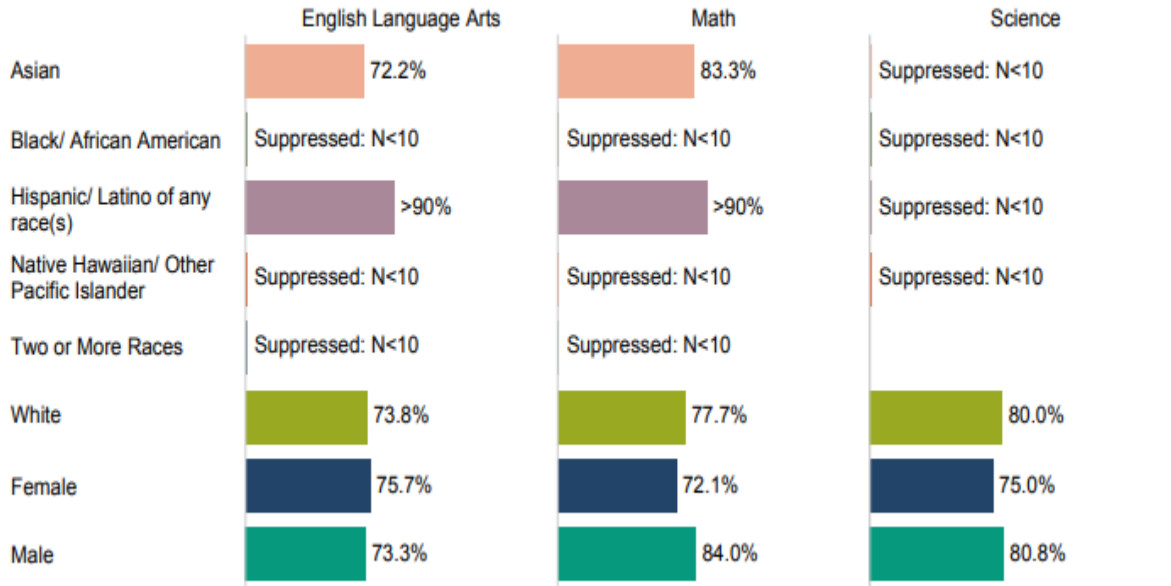
In addition to the above-named areas of focus, we will engage in efforts to improve our staff culture of teaching and learning by reviewing available survey data, setting concrete, measurable goals and assessing our progress at the end of the year. This work will be led by the leadership team and myself with input from all staff.

Student Learning Information and Data Used to Develop Goals and Monitor Progress

State tests and other data sources:



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	English Language Arts	Math	Science
English Language Learners	Suppressed: N<10	Suppressed: N<10	Suppressed: N<10
Non-English Language Learners	75.8%	80.1%	78.8%
Foster Care	Suppressed: N<10	Suppressed: N<10	
Non-Foster Care	74.7%	78.8%	77.8%
Homeless	Suppressed: N<10	Suppressed: N<10	
Non-Homeless	74.7%	78.8%	77.8%
Low-Income	35.3%	47.1%	Suppressed: N<10
Non-Low Income	77.3%	80.9%	80.4%
Non Migrant	74.4%	78.5%	77.8%
Military Parent	Suppressed: N<10	Suppressed: N<10	Suppressed: N<10
Non Military Parent	74.5%	78.2%	77.4%
Section 504	66.7%	80.6%	Suppressed: N<10
Non Section 504	75.7%	78.2%	80.0%
Students with Disabilities	48.7%	46.2%	36.4%
Students without Disabilities	79.3%	84.7%	88.4%

Other student learning information:

Technology Tools Used to Support SIP Goals

Assessment:

- Homeroom/Data Dashboard
- Skyward
- SBA administration and preparation
- STAR Enterprise

Collaboration:

- CANVAS
- Microsoft 365
- SMART Notebook
- SharePoint

Parent engagement:

- Skyward Family Access
- Homeroom
- Canvas (Eventual source of classroom and school information.)
- District/school websites and social media
- School Messenger/School Connects
- Email and List serve

Professional development:

- Canvas
- Microsoft 365
- SMART Notebook
- Teacher Ready Cohorts
- FrontLine
- SharePoint

Action Plan

Activities	Lead Person	Others	Timeline		Resources we will need/use	Our plan for monitoring effectiveness	Character or criterion addressed
			Start	End			
Instructional Partnership cycles	Shelly Dearmon	Classroom teachers	Sept	June	Laptops, Curriculum materials	Classroom based formative and summative assessments	1,2,3,4,6,8
K-3 guided reading PD	Hawk Cramer, Shelly Dearmon Scholastic consultant	K-3 teachers	Sept	June	22 hrs PGF time, F&P materials, Standards, laptops	BAS Formative observational data	1,2,3,4,6,8
4-6 writing workshop PD	Shelly Dearmon	Classroom Teachers	Sept	June	22 hrs PGF time, Being a Writer Materials, Standards	Observation, common CBA's	1,2,3,4,6,8
K-6 Essential Standards work	Shelly Dearmon	Classroom Teachers	Oct	Feb	2 – 30 minute staff meetings, standards, feedback forms, process guide	Adopted draft of Common essential standards in reading in southern Snohomish schools.	1,2,3,4,6,8