

**2021-22 School Improvement Plan
Totem Falls Elementary School
Snohomish School District #201**

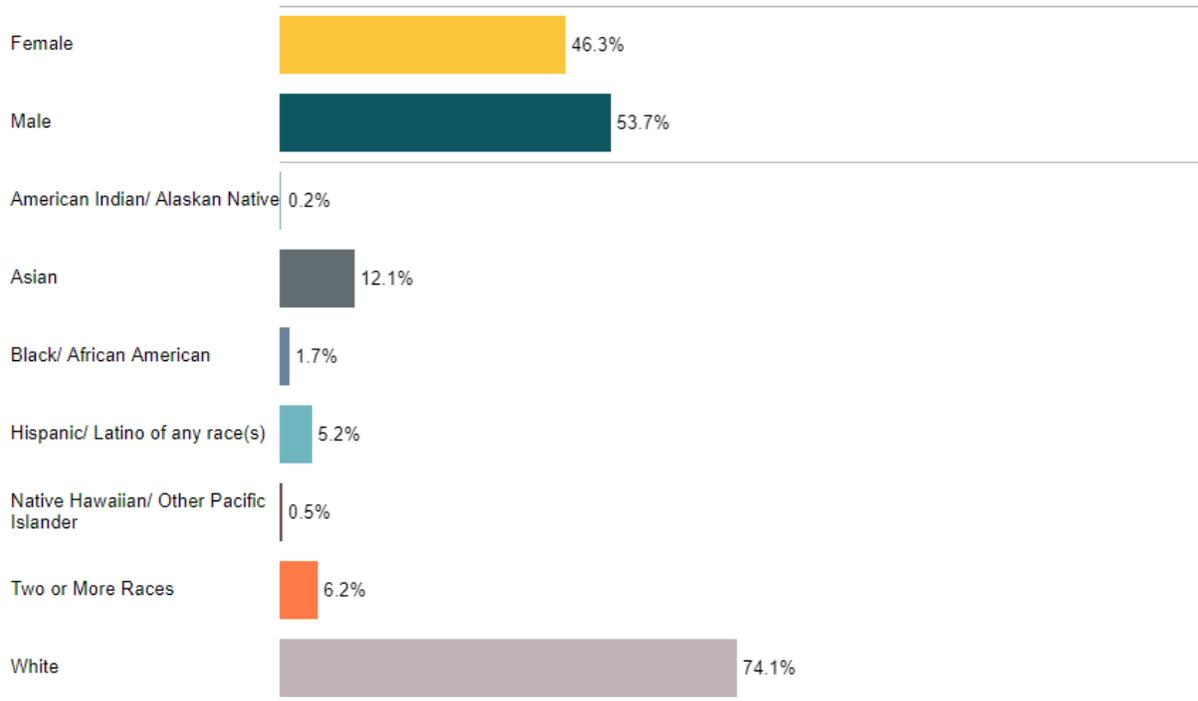
Craig Church
Principal

Introduction:

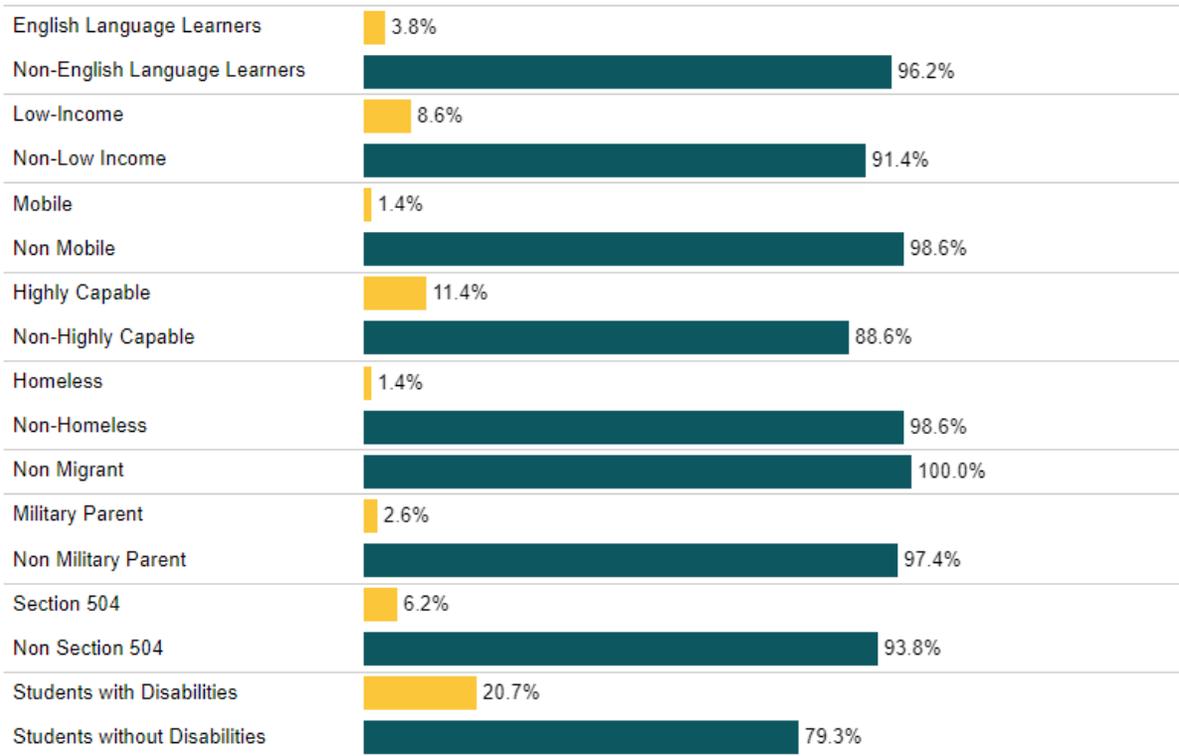
Relationships are core to our work, we are focused on developing and strengthening relationships across the school by centering our improvement efforts on strengthening our culture of collective responsibility and collaboration in support of student learning. We will work on this collectively during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

Demographics and Special Programs

**Totem Falls
2020-21**



Totem Falls 2020-21



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 Previous School's Goals for 19-20

District-Aligned Goal:

100% of teachers engaged in learning and developing their understanding of the MTSS framework, specifically Tier 1 instruction.

K-3 teachers engaged 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.

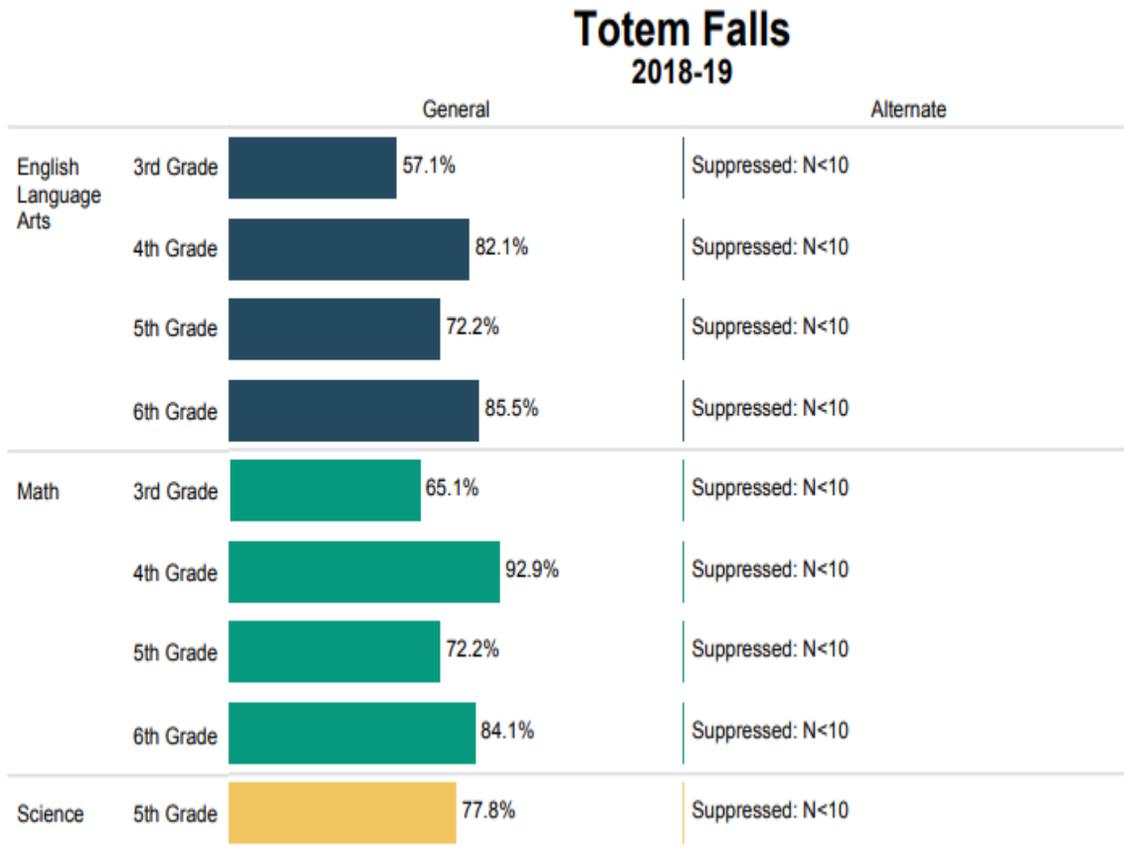
4-6 teachers engaged in professional development in setting up the writer's workshop to include a short, focused mini lesson with a clear learning target, modeling with mentor text, along with success criteria, ample time to practice, writer's conferences, and time for students to share their work and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

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

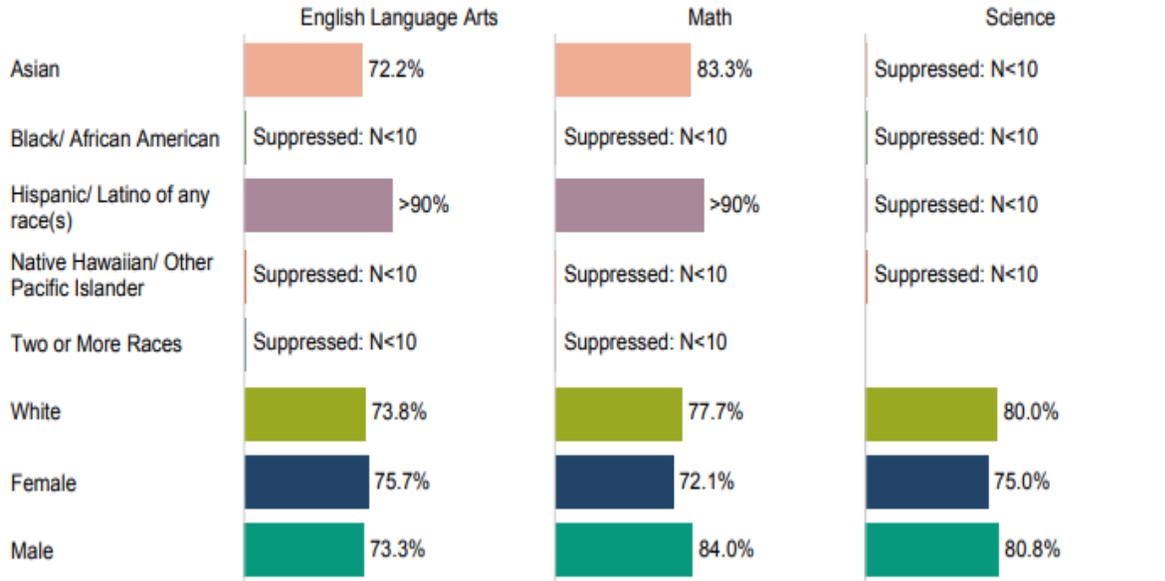
Building-Specific Goals:

In addition to the above-named areas of focus, we engaged 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 was led by the leadership team and myself with input from all staff.

State tests and other data sources: This is the most recent data referenced.



Totem Falls 2018-19



Totem Falls 2018-19

	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

Our School Goals for 2021-22

The Early Literacy Screener is a new tool to teachers this year. Teaching and Learning provided some professional development before school started for first and second grade teachers and subsequent training on a PGF after school started for kindergarten teachers. Understanding this tool better regarding instructional decision making is a goal for most of the primary staff at Totem Falls. They will work with the Assessment Coordinator on PGFs to meet this goal.

Intermediate teachers are just starting to understand the scope and depth of newly adopted Fountas and Pinnell materials. After a few Zoom professional development sessions, teachers are coming up with many questions regarding the materials and pedagogy associated. Many teachers are participating in a book study of the text, *What Are We Grouping for?*, lead by the author Barry Hoonan. Between our book group sessions and continued work with Teaching and Learning, teachers will better understand the purpose of small groups, the use of materials in supporting reading growth, and begin implementation of the concepts with these materials.

Third through sixth grade teachers made a commitment to developing an understanding of and weekly use of IXL, a software programming supporting standards-based math instruction. This training occurred in October of 2021 and students are accessing it in class, with the ability to do so at home as well.

Mid-November of this year, third through sixth grade teachers proctored the Panorama social-emotional survey to students. In association with the counselor, the leadership team will look at the results and set a school wide goal addressing information attained from this survey.

Action Plan

Activities	Lead Person	Others	Timeline		Resources we will need/use	Our plan for monitoring effectiveness	Character or criterion addressed
			Start	End			
Early Literacy screener: developing understanding and application	Craig Church and Katie Sizemore	K-2 teachers	Sept '21	June '22	Curriculum materials, planning/organizational tools, PGR time	Teachers' planning materials, screener data	1,2,3,4,6,8
Initial PD and follow up regarding IXL software	Craig Church, IXL trainers	3-6 teachers	Oct '21	May '22	Computers, PGF time, staff meeting follow up	IXL dashboard	1,2,3,4,6,8
4-6 F and P adoption focused on small groups, with	Craig Church, Shanna Fogg, Barry Hoonan,	Classroom Teachers	Aug '21	June '22	PGF time, Thursday book study through Feb '22. Budget for extra time,	Observation, book study artifacts, use of small groups	1,2,3,4,6,8

book study support	and Tonya Doman				Hoonan contract		
Panorama survey of 3-6 gr students	Craig Church, Lanna Duncan and leadership team	Classroom Teachers	Nov '21	May '22	Data from survey, time at leadership and staff meetings to set course and get input for building wide focus	Spring Panorama survey (date not set yet)	1,2,3,4,6,8