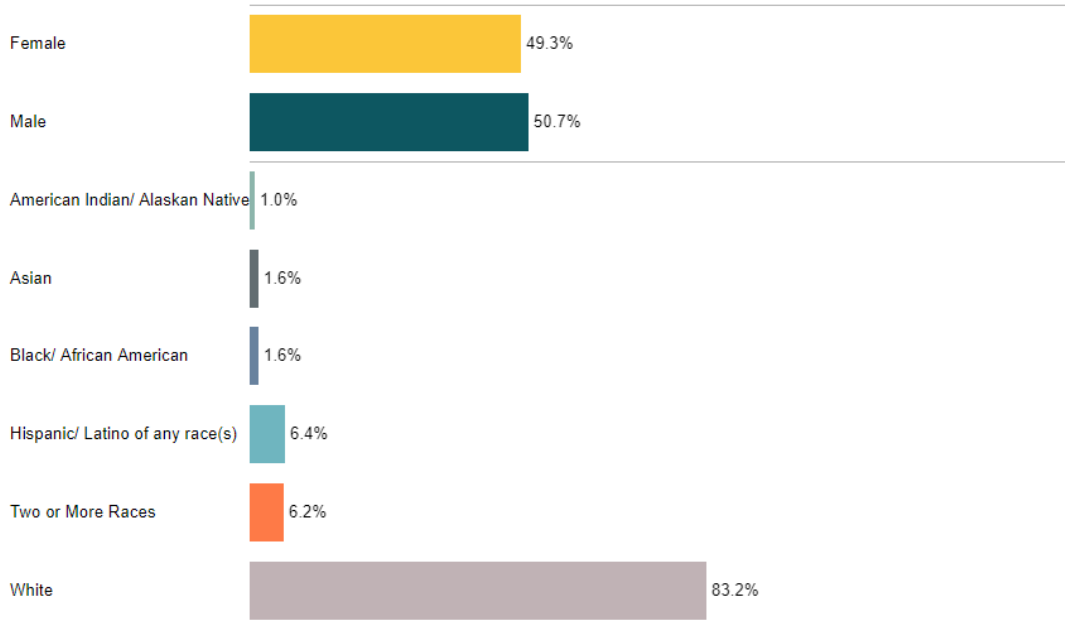


**2021-22 School Improvement Plan  
Machias Elementary  
Snohomish School District #201**

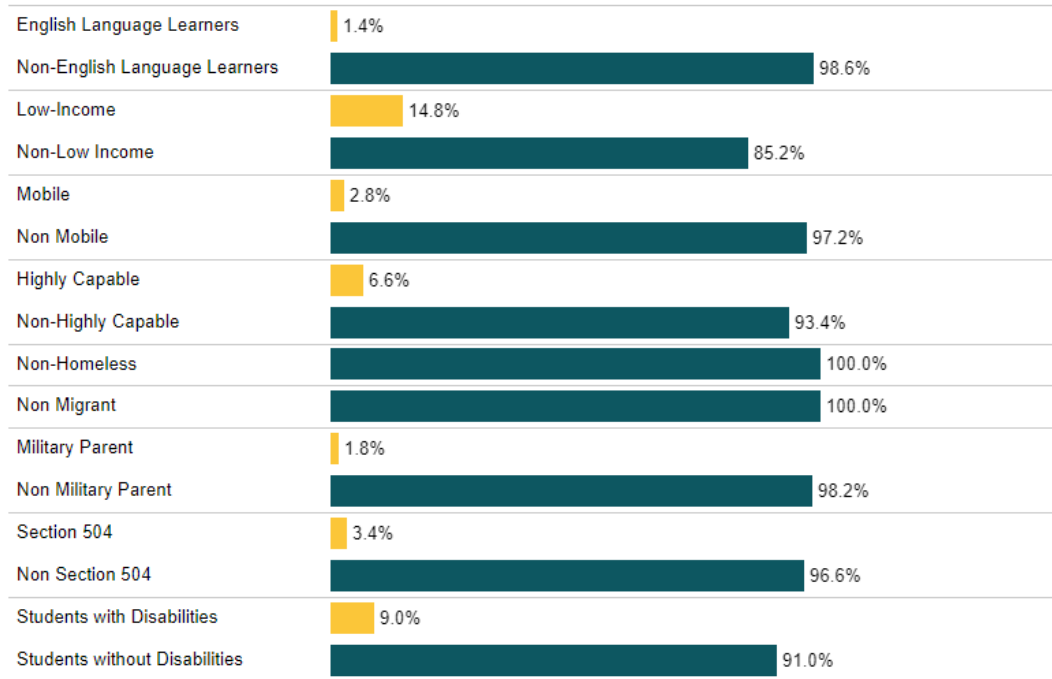
Shawn Ryan  
Principal

**Demographics and Special Programs**

**Machias Elementary  
2020-21**



## Machias Elementary 2020-21



### Organizational Growth and Outcomes

We continue to identify opportunities to expand our effectiveness regarding the Nine Characteristics of High Performing Schools and to support professional development as articulated in the criteria for effective instruction articulated in our new evaluation document:

Nine Characteristics of High Performing Schools		Eight Criteria of Teacher Evaluation
1	High Standards and Expectations for All Students	Centering instruction on high expectations for student achievement (Criterion 1)
2	Curriculum, Instruction and Assessment Aligned with State Standards	Demonstrating effective teaching practices (Criterion 2)
3	Clear and Shared Purpose	Providing clear and intentional focus on subject matter content and curriculum (Criterion 4)
4	Supportive Learning Environment	Fostering and managing a safe, positive learning environment (Criterion 5)

5	Frequent Monitoring of Teaching and Learning	Recognizing individual student learning needs and developing strategies to address those needs (Criterion 3) Using multiple student data elements to modify instruction and improve student learning (Criterion 6)
6	Family/Community Involvement	Communicating and collaborating with parents and school community (Criterion 7)
7	High Levels of Collaboration and Communication	Exhibiting collaborative and collegial practices focusing on improving instructional practice and student learning (Criterion 8)
8	Focused Professional Development	
9	Effective School Leadership	

## Previous Goals – 2019/2020

**School District Goal:** Snohomish School District planned to increase the number of students meeting standards in reading and math, as reflected in buildings' SIPs (School Improvement Plan) and as measured by state, district and classroom-based assessments by June of 2020 by engaging in the following:

- Continued implementation of MTSS or Multi-tiered System of Support, with specific focus on **Tier 1 instruction**, which encompasses planning, instructional moves, assessments, and classroom-based intervention.
  - Planning and instructional moves were two areas of emphasis in 2019-2020. The work of the district last school year included the following:
    - Identifying essential academic standards, developing related proficiency maps, and beginning to develop common assessments in order to provide coherent, quality core instruction across the district
    - Enriching collaboration and learning conversations in all our school communities on topics related to planning and instructional moves

### **School MTSS goal:**

Staff effectively collaborated (Based off the “Seven Stages of Collaborative Teams in Professional Learning Communities”) as they supported student learning and the use of Essential Learning Standards in our Kindergarten through 6<sup>th</sup> grade, 35-minute Literacy Intervention Blocks. Pre and post staff collaboration data was be collected using the “Seven Stages of Collaborative Teams in Professional Learning Communities” reflection document. Student learning was measured by the Benchmark Assessment System (BAS), STAR assessment, and SBA state assessments.

### **School ELA goal:**

Staff worked collaboratively to use the Fountas and Pinnell Classroom materials (K-3), and a responsive teaching model to increase the number of students meeting standards as measured by BAS, STAR assessment, and SBA state assessments.

“Being A Writer” was be implemented K-6, with fidelity by our staff. This provided authentic opportunities for all students to share writing across the grade levels. Evidence was apparent by common writing or “books” students “published” and were displayed in common areas.

### **School Social-Emotional Learning goal:**

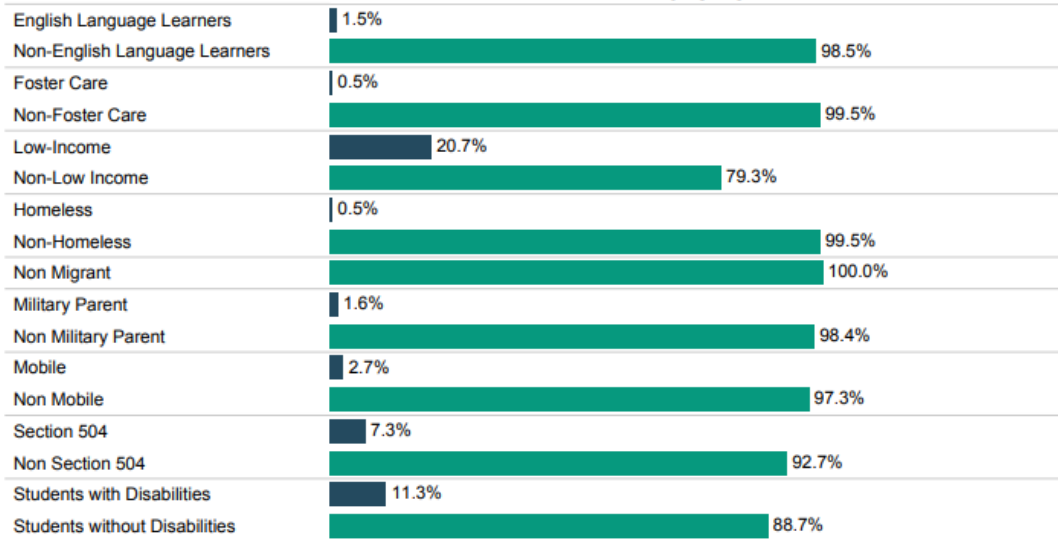
Staff continued a K-6 Social Emotional Curriculum (Second Step) and committed to trauma-informed practices. Success will be measured by pre and post student Panorama survey results.

State tests and other data sources:

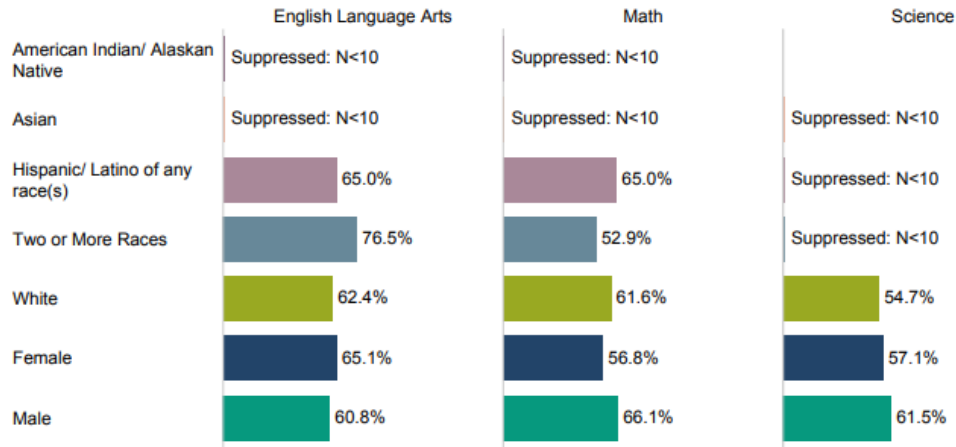
### Machias Elementary 2018-19 General



### Machias Elementary 2018-19



## Machias Elementary 2018-19



## Machias Elementary 2018-19

	English Language Arts	Math	Science
English Language Learners	Suppressed: N<10	Suppressed: N<10	
Non-English Language Learners	62.9%	61.6%	59.7%
Foster Care	Suppressed: N<10	Suppressed: N<10	
Non-Foster Care	62.9%	61.9%	59.7%
Homeless	Suppressed: N<10	Suppressed: N<10	
Non-Homeless	63.0%	62.0%	59.7%
Low-Income	48.6%	48.6%	56.3%
Non-Low Income	67.1%	65.8%	60.8%
Non Migrant	62.8%	61.8%	59.7%
Military Parent	Suppressed: N<10	Suppressed: N<10	Suppressed: N<10
Non Military Parent	62.7%	61.7%	59.1%
Section 504	79.2%	75.0%	Suppressed: N<10
Non Section 504	61.4%	60.8%	59.0%
Students with Disabilities	28.2%	25.6%	35.7%
Students without Disabilities	67.6%	66.9%	66.0%

## Other Student Learning Information We Use:

Student learning is a high priority at Machias Elementary. Our classroom teachers meet to review student data, set student learning goals, and plan both individually and collectively.

Our student learning focus for the year is literacy. Our kindergarten through 6th grade teachers will focus on using the Fountas and Pinnell Classroom materials to implement a responsive teaching model through a balanced literacy approach. Their work will be driven by their knowledge of their students' reading behaviors as determined by the Fountas and Pinnell Benchmark Assessment System (BAS), classroom observations and interactions.

We have created 30 minutes literacy intervention blocks for kindergarten through 4<sup>th</sup> grade. This intervention block will be utilized to serve students in addition to Tier 1 literacy instruction. Machias has woven in the LAP program (K-4) to this intervention time so all students will access grade level essential learnings and receive additional time and support if necessary, to surpass grade level learnings. Students who are already working at grade level will be served with this additional time to expand and deepen their literacy knowledge. This literacy intervention is intended to be a flexible grouping time, responsive to student needs as determined by common assessments. Collaborative teams continue to grow a philosophy where we "break down" the permanent walls of our classrooms to allow for greater flexibility in how we serve students.

Collaborative teams will continue our work based on the principles from *Seven Stages of Collaboration* to ensure effective intervention. The seven stages include:

1. "Fill the Time"
2. "Sharing Practice"
3. "Planning Together"
4. "Developing Common Assessments"
5. "Analyzing Learning"
6. "Differentiating and Targeting Instruction to Individual Student Needs"
7. "Engagement with Continuous Learning Cycle for Improved Professional Practice"

In 2018, Machias received a grant to begin implementation of trauma informed practices. Since then, we continue to assess students' attitudes about school through the Panorama Survey (grades 3-6) and continue to use the social emotional program, Second Step. The Building Leadership Team (BLT) uses the results of the Panorama Survey to celebrate successes and identify areas of improvement. Historically, the

survey indicated students feel Machias has rigorous expectations, and positive student-teacher relationships. The area of improvement the BLT team selected to address for the 2021-22 school year is continued implementation of Tier 1, 1.5, and 2 strategies. This is to include: GOTCHA Tickets, Second Step, Greeting at Door, Common Language, Visual Schedules, Alternative Recess, Social Stories, Teacher/Student Conference, Scheduled Breaks, Alternative or Flexible Seating, Individual Behavior Plans, Brain Breaks, Calming Music/Mindfulness Activities, Noise Canceling Headphones, Interval Timers, Calm Down Spot, and Weighted Vest or Lap Pad.

The Student Intervention Team (SIT) meets on Thursday mornings to discuss specific students. The team includes: School Principal, Psychologist, Special Education Teacher, Speech-Language Pathologist, Dean of Students, School Counselor, and LAP teacher. We work with individual teachers to make sure we are meeting the needs of specific students who show concerns academically, socially, or behaviorally. Interventions are agreed upon, plans are created, digitally shared upon meeting completion, and followed. As necessary, follow up meetings are scheduled to make certain the needs of students are met/exceeded.

We will continue to implement an “Intensive Improvement Strategy for Literacy” in LAP. We are using strategies based off research from Irene Fountas and Gay Su Pinnell to support our struggling students in the area of Literacy. We have woven the Fountas and Pinnell Leveled Literacy Intervention (LLI) into our instructional practice. “LLI is a small-group, supplementary intervention designed for students who find reading and writing difficult. These students are currently the lowest achievers in literacy at their grade level” based off assessment results. They are receiving whole group instruction from their classroom teacher. “The goal of LLI is to bring students to grade-level achievement in reading.” Source quoted: <https://www.fountasandpinnell.com/intervention/> retrieved from WWW 2019.

A continued effort at each grade level has been made to focus our energy on data provided through Star Enterprise, ESGI, WAKIDS, Early Literacy Screener, Bridges Assessments, Big Ideas, and Fountas and Pinnell BAS. As data is analyzed, a system is used to address student performing above, at, or below grade level. As a school, we are focusing on providing small group instruction to meet the needs of students. Grade level teams continue to work – making sure students are not falling through the cracks and are provided appropriate interventions to grow academically.

We continue to weave the words “Respect,” “Responsibility,” and “Ready to Learn” into the foundation of our school practices. During the first 4 months of the school year, we made sure students and staff understood school expectations tied to student learning and school operation.



Machias continues to provide a “Welcoming” environment. With nearly 35% of our staff new to Machias in the last 2 years and over 200 new students to the building we have been working hard to create a “Welcoming” environment.

Improving school safety is a priority at Machias. As always, our goal is to provide a safe learning environment for both students and staff. Our school safety team meets monthly to plan drills, discuss safety concerns, walk the school, review our safety plan, and prepare for emergencies. In the new year we will be partnering with the Snohomish Fire Department to provide our Machias Safety Team/staff with CPR/First Aid training.

As a District we are focusing on 7 key safety strategies as related to school safety. They include:

- Strategy 1: Know who is in the building at all times. Safe Visitor is used for badges and identification for all volunteers and visitors. Badges are worn at all times.
- Strategy 2: Control and supervise all visitor access into the building.
- Strategy 3: Secure building perimeters from intrusion.
- Strategy 4: All staff should receive ongoing active shooter/intruder training.
- Strategy 5: Participate in regular drills.
- Strategy 6: Establish internal and external communication plans.
- Strategy 7: Identify places of safe refuge and establish a reunification plan.

Over the year we have been working to put all 7 strategies into action. Examples of follow through in this area include locking all exterior doors except during recess, preparing learning space emergency kits, making sure all visitors access the school through the office, and partnering with local emergency personnel when appropriate.

Volunteers are welcome back at Machias beginning in early December. There are a few ways they can get involved and procedures that need to be followed.

- 1. “Ring the Bell” Campaign** - Two or three parents/guardians can play alongside our students at recess.
- 2. Classroom Volunteers** - 1 volunteer per classroom per day.
- 3. Targeted Talents/Skills:** Our PTG has begun gathering a list of the “talents/skills” represented in our parent/guardian community. When a need at school is identified, someone from Machias reaches out to gauge interest.

The community surrounding our school is changing. We are seeing an increased role parents/guardians are playing in the daily educational lives of their children and look forward to having them back to Machias.

We have many events/programs through the year which directly weave parents into our school learning community. Those events/programs include (*but are not limited to*): Meet the Teacher, Hugs and Kisses, Reading Month, Book Fair, Food Drive, Veteran's Day Presentation, Open House, Musical Concerts, Gummy Bear Play Day, Parent Teacher Conferences, PTG Meetings, District Committees, and 6<sup>th</sup> Grade Celebration.

An author by the name of Margaret Wheatley writes, *"The part of a tree that we can readily see is above the surface. But because we understand that this living organism needs to sustain itself, we realize that there is just as much happening below. And we know that damaging its roots or poisoning its soil can result in the death of the tree. A school's culture works in much the same way. There are things we can readily see; these are the procedures of the school. But we know that there are other elements below the surface, which serve to nurture the whole. There are our ways of work, and they speak to the relationship between and among people, as well as the ways we choose to inform ourselves."*

On Monday mornings, we will continue to hold a stand-up 10-minute staff meeting. Each week a new staff facilitator leads the meeting. The purpose is to bring staff together as a collective whole (Classified staff are encouraged to attend).

We believe coming to work each day should be a joy. We firmly believe when we enjoy spending time with those we work with – the positive results for students and one-another will increase!

Common assessments:

- F & P Benchmark Assessment System (K-6)
- WaKIDS (K)
- ESGI (K-1)
- Early Literacy Screener (K-2)
- STAR (2-6)
- Being A Writer (K-6)
- Big Ideas (6)
- Grade Level Bridges Math Assessments (K-5)
- CBA's (3-6)
- PACER (Physical Education)
- Panorama
- Smarter Balance (3-6)

## Technology tools we use to support instructional and learning improvement priorities:

### Assessment:

- Star Enterprise
- Homeroom/Data Dashboard
- ESGI
- WaKIDS
- Microsoft Excel
- Smarter Balance
- xtramath.com

### Collaboration:

- Email
- Microsoft Teams
- OneDrive/SharePoint
- Canvas

### Professional development:

- Web Based Resources/Videos
- Canvas
- Bridges Educator Site
- Fountas and Pinnell Online Resources/Videos
- Digital Learning Leader (DLL) Support
- Bid Ideas Online Resources
- Being a Writer Online Resources
- Second Step Online Resources
- Mystery Science Online Resources

### Parent engagement:

- Skyward Family Access
- District/school websites
- School Messenger
- Email and Listserv
- YouTube
- Facebook
- ZOOM
- HelloID

## Goals – 2021/2022

**School District Goal:** The district has provided 3 hours per week beyond the school day to support student learning. Machias will focus on 4 - fifth grade students and 4 - sixth grade students in the academic area of reading. Students were identified using STAR and Benchmark Assessment System (BAS). Groups will meet twice weekly with a certificated teacher outside the school day. Consistent assessment results will be regularly analyzed to monitor student learning. By the end of the school year all 8 students will show reading growth as measured by the BAS, STAR, and SBA state assessments by June of 2022.

**Reading Goal:** Staff will work collaboratively to use Fountas and Pinnell classroom materials (K-6), and a responsive teaching model to increase the number of students meeting standards as measured by the BAS, STAR, and SBA state assessments by June of 2022.

**Writing Goal:** Staff will work collaboratively to use Being a Writer materials (K-6). This will provide authentic opportunities for all students to share writing across grade levels. Evidence will be apparent by common writing or “books” students will “publish” and display in common areas.

**Math Goal:** Staff will work collaboratively to use Bridges (K-5) / BIG Ideas (6), and a responsive teaching model to increase the number of students meeting standards as measured by the pre/post unit assessments, STAR, and SBA state assessments by June of 2022.

### School Social-Emotional Learning Goal:

Staff will continue a K-6 Social Emotional Curriculum (Second Step) and commit to trauma-informed practices. Success will be measured by pre and post student Panorama survey results.

### Strategies we will use school-wide to support the development of formative assessment, improved instruction and increased learning for all student groups include:

Activities	Lead Person	Others involved	Timeline		Our plan for monitoring effectiveness	Resources we will need/use	Characteristic /criterion addressed
			Start	Finish			
Flexible Literacy Intervention Groups – (LAP)	* LAP Teacher * Teachers	* Principal * Dean of Students * Classified Support	Aug. 2021	June 2022	* Regularly review academic progress	* Office Supplies * LLI Kits * BAS data	Char: 1, 2, 3, 4, 5, 6, 7, 8, 9 Cri: 1, 2, 3, 4, 5, 6, 7, 8
Bridges	* Principal * Dean of Students * Building Leadership Team * Teachers	* District	Sept. 2021	June 2022	* Implemented standards * Curriculum maps * Teacher access	* Standards * Office supplies * Release time * Professional Development	Char: 1, 2, 3, 4, 5, 7, 8, & 9 Cri: 1, 2, 3, 4, 6, & 8

Student Intervention Team (SIT)	* Counselor * Principal * Dean of Students * LAP Teacher * Resource Room Teacher * Psychologist * SLP	* Teachers * OT/PT * Nurse	Sept. 2021	June 2022	* Reviewing student academic data * Reviewing student behavior data	* Office supplies * Technology * Proper paperwork * Teamwork	Char: 1, 3, 4, 5, 7, & 9 Cri: 1, 2, 3, 5, 6, 7, & 8
Smarter Balance Assessment & Resources	* Principal * Dean of Students * Assessment Coordinator	* Teachers * District	Sept. 2021	June 2022	* Conduct Smarter Balance Assessment * Use Smarter Balance Resources * Post-test planning	* Assessment * Office Supplies * Technology * Professional Development	Char: 1, 2, 3, 4, 5, 7, 8, 9 Cri: 1, 2, 3, 4, 5, 6, 8
Fountas & Pinnell Reading Instruction	* Principal * Dean of Students * Building Leadership Team * Teachers	* District	Sept. 2021	June 2022	* Review of practices across grade levels * Use formative assessment data for intervention groups	* Formative * Assessment tools * BAS * Professional Development * Literacy Continuum	Char: 1, 3, & 5 Cri: 1, 2, 3, 4, 5, 6, & 8
Being A Writer	* Principal * Dean of Students * Building Leadership Team * Teachers	* District	Sept. 2021	June 2022	* Implemented standards * Curriculum maps * Teacher access	* Standards * Office supplies * Release time * Professional Development	Char: 1, 2, 3, 4, 5, 7, 8, & 9 Cri: 1, 2, 3, 4, 6, & 8
Continuous Improvement	* Principal * Dean of Students * Building Leadership Team	* Teachers	Sept. 2021	June 2022	* Conduct Principal Leadership and School Success Surveys	* Office Supplies * Technology	Char: 1-9 Cri: 1-8
Interpersonal Relationships/Shared Leadership	* All Staff		Aug. 2021	June 2022	* Conduct Principal Leadership and School Success Surveys	* Office Supplies * Technology	Char: 3, 4, 6, 7, 8, 9 Cri: 4, 5, 7, 8
Social Emotional Curriculum "Second Step"	* Counselor * Principal * Dean of Students	* Staff	Oct. 2021	June 2022	* Implement Curriculum * Review Panorama Survey Results	* Curriculum * Office Supplies * Technology * Professional Development	Char: 1, 2, 3, 4, 6, 7, 9 Cri: 1, 2, 4, 5, 7
Special Education Training	* Psychologist * Psychologist Intern * Principal * Dean of Students * Counselor * LAP Teacher	* Staff	Aug. 2021	Dec. 2022	* Build presentation based off survey feedback * Review/edit drafts of presentation * Practice * Conduct survey	* Technology * Office Supplies * Guest Teacher * Schedule	Char: 1, 2, 3, 4, 5, 7, 8, 9 Cri: 1, 2, 3, 4, 5, 6, 8