

**School Improvement Plan  
2016-17  
Snohomish School District #201**

Machias Elementary  
Principal Shawn Ryan

**Introduction**

Demographics and Special Programs

Student Demographics		
<b>Enrollment</b>		
October 2015 Student Count		468
May 2016 Student Count		477
<b>Gender (October 2015)</b>		
Male	264	56.4%
Female	204	43.6%
<b>Race/Ethnicity (October 2015)</b>		
Hispanic / Latino of any race(s)	42	9.0%
American Indian / Alaskan Native	6	1.3%
Asian	6	1.3%
White	389	83.1%
Two or More Races	25	5.3%
<b>Special Programs</b>		
Free or Reduced-Price Meals (May 2016)	140	29.4%
Special Education (May 2016)	44	9.2%
Transitional Bilingual (May 2016)	10	2.1%
Migrant (May 2016)	0	0.0%
Section 504 (May 2016)	10	2.1%
<b>Other Information (<a href="#">more info</a>)</b>		
Unexcused Absence Rate (2015-16)	697	1.0%

## Organizational Growth and Outcomes

We continue to identify opportunities to expand our effectiveness with regard to 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:

<i>Nine Characteristics of High Performing Schools</i>		<i>Eight Criteria of Teacher Evaluation</i>
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	

### Our School's Previous Goals

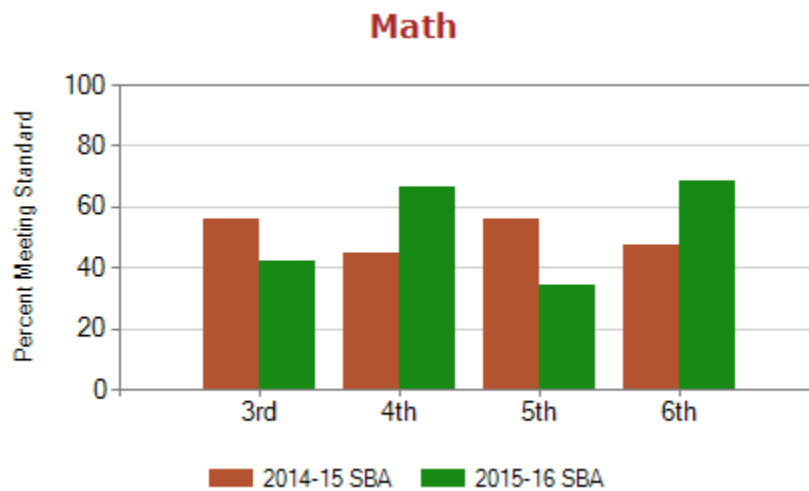
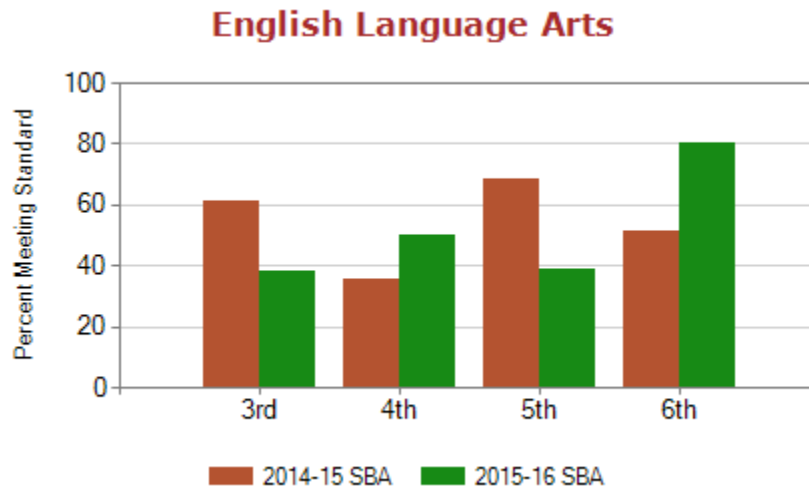
Goals for the 2015-16 school year included the following:

**School Math goal:** Machias Elementary School will increase the number of students meeting standard in math, as measured by classroom-based, district and state assessments by June 2016.

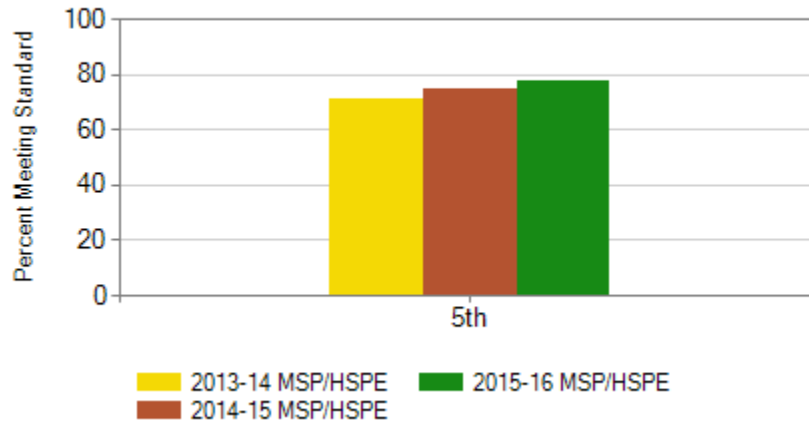
**School Reading goal:** Machias Elementary School will increase the number of students meeting standard in reading, as measured by classroom-based, district and state assessments by June 2016.

**School Science goal:** Machias Elementary School will increase the number of students meeting standard in science, as measured by classroom-based and state assessments by June 2016.

**State tests and other data sources:**



## Science



PERCENT OF STUDENTS MEETING STANDARD by SUBGROUP

SBA ELA	Special Education	Low Income	Limited English
2015-2016	3 <sup>rd</sup> Suppressed	3 <sup>rd</sup> 12%	3 <sup>rd</sup> Suppressed
	4 <sup>th</sup> Suppressed	4 <sup>th</sup> 25%	4 <sup>th</sup> Suppressed
	5 <sup>th</sup> 30%	5 <sup>th</sup> 10%	5 <sup>th</sup> NA
	6 <sup>th</sup> Suppressed	6 <sup>th</sup> 61%	6 <sup>th</sup> Suppressed
2014-2015	3 <sup>rd</sup> Suppressed	3 <sup>rd</sup> 43%	3 <sup>rd</sup> Suppressed
	4 <sup>th</sup> 100%	4 <sup>th</sup> 30%	4 <sup>th</sup> NA
	5 <sup>th</sup> Suppressed	5 <sup>th</sup> 38%	5 <sup>th</sup> NA
	6 <sup>th</sup> 8%	6 <sup>th</sup> 45%	6 <sup>th</sup> NA

SBA Math	Special Education	Low Income	Limited English
2015-2016	3 <sup>rd</sup> Suppressed	3 <sup>rd</sup> 16%	3 <sup>rd</sup> Suppressed
	4 <sup>th</sup> Suppressed	4 <sup>th</sup> 44%	4 <sup>th</sup> Suppressed
	5 <sup>th</sup> 10%	5 <sup>th</sup> 10%	5 <sup>th</sup> NA
	6 <sup>th</sup> Suppressed	6 <sup>th</sup> 57%	6 <sup>th</sup> Suppressed
2014-2015	3 <sup>rd</sup> Suppressed	3 <sup>rd</sup> 43%	3 <sup>rd</sup> Suppressed
	4 <sup>th</sup> 100%	4 <sup>th</sup> 30%	4 <sup>th</sup> NA
	5 <sup>th</sup> Suppressed	5 <sup>th</sup> 43%	5 <sup>th</sup> NA
	6 <sup>th</sup> 17%	6 <sup>th</sup> 35%	6 <sup>th</sup> NA

## Other Student Learning Information we use:

Student learning information in the following areas:

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/collectively.

Our focus for the year is literacy. Most Thursday mornings we are working through the book “Visible Learning for Literacy” by Douglas Fisher, Nancy Frey, and John Hattie. Sessions are spent talking about assigned chapters, setting goals to improve instructional practice, and reflecting over the positive results we are making for students. Time flexes between whole staff and grade level team settings between Thursdays.

Most Friday mornings a Response to Intervention Team (RTI) meets to talk about specific students. The team includes: Principal, Psychologist, LAP Teacher, Counselor, and 2 Classroom Teachers. 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.

This year we have implemented an “Intensive Improvement Strategy for Literacy.” 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 Kits 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.”

A continued effort at each grade level has been made to focus our energy on data provided through Star Enterprise, ESGI, Reflex Math, Bridges Assessments, and in some cases Fountas and Pinnell Assessments. As data is analyzed, a system is used to address students 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 “Five Pillars” into our daily practice at Machias. Those pillars include:

- Machias is **Welcoming!**
- Students and Staff **Do No Harm!**
- Students and Staff **Use Choice Words!**
- It’s **Never Too Late to Learn** at Machias!
- Machias... **Great Today... Great Tomorrow!**

Machias continues to provide a “Welcoming” environment. Last year we worked together to arrive at norms we use to welcome students and staff to the building.

Student examples include: Personal Kid “Tropical” passport tour led by other students and office communication to entire staff regarding new students.

Staff examples include: Personal tour from principal, receive yearbook, receive Machias Bobcat T-shirt, partnered with a building mentor, attend new staff luncheon with principal, and hold “Touch Base” meetings through the year with principal.

Our Classified staff is beginning the process of reflecting on their practice and working through the book, “Better Than Carrots or Sticks – Restorative Practices for Positive Classroom Management.”

Topics include:

- Punitive or Restorative: The Choice Is Yours
- Relationships and Meaningful Instruction: The Foundations of Restorative Practices
- Classroom Procedures and Expectations: Structures that Support Restorative Practices
- Peace Building: Using Informal Restorative Practices Every Day
- Peacemaking: Strategic Implementation of Formal Restorative Practices
- Creating the Mindset for Restorative Practices

Improving school safety is a priority at Machias. This year we have established a school safety team. As always, our goal is to provide a safe learning environment for both students and staff. With guidance from the Snohomish School District we have partnered with the Snohomish County Sheriff’s Office and have implemented safety trainings through the school year for staff.

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 (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.

The community surrounding our school is changing. We are seeing an increased role parents are playing in the daily educational lives of their children. Our Watchdog and Parent Volunteer Program is soaring.

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): Reading Month, Family Reading Night, Family Read Aloud Month, Harvest Carnival, Watch DOGS, Apex Fun Run, Day of Science, Book Fair, Food Drive, Missoula Children's Theater, Veteran's Day Assembly, Holiday Sing Along, Curriculum Night, Bobcat Miles, Musical Concerts, End of the Year Assembly, Field Day, Dr. Seuss's Birthday Reading Night, PTG Coffee Connections, Family Literacy Night, Parent Teacher Conferences, PTG Meetings, District Committees, Family Dance, 6<sup>th</sup> Grade Celebration, and Panther Pals.

Last year we worked as a school to establish student behavior routines and expectations. Staff review these expectations with students on a weekly basis.

*A researcher and 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."*

This year we continue to emphasize building healthy relationships with one another as described by Margaret Wheatley. We've provided more opportunities for all staff (Classified and Certificated) to grow professionally at district trainings, ESD Trainings, local conferences, local trainings, out of state conferences, and out of state trainings.

All of these have provided chances for staff to connect and collaborate. During the year staff has also been provided structured and unstructured time to connect on both a personal and professional level.

This year we have implemented a stand-up 10-minute staff meeting each Monday. We rotate through a new classroom every week. The purpose is to bring each other together as a collective whole each Monday (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:

- \* ESGI
- \* David Matteson
- \* Treasures
- \* Big Ideas
- \* Read Naturally
- \* Writing Benchmark
- \* Words Their Way Spelling Inventory
- \* Grade Level Bridges Math Assessments
- \* PACER
- \* STAR
- \* Fountas and Pinnell Benchmark Assessment
- \* Running Records
- \* CBA's

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

Assessment:

- Star Enterprise
- Homeroom/Data Dashboard
- ESGI
- WaKIDs
- Smarter Balance

Collaboration:

- Email
- Canvas
- Office 365



Professional development:

- Web Based Resources/Videos
- Canvas

Parent engagement

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

**School District Goal:** Snohomish School District will increase the number of students meeting standard in reading and math, as measured by state, district and classroom-based assessments by June of 2017 by engaging in the following strategies:

- Establishing a culture of achievement
- Clarifying and articulating the purpose for learning and success criteria
- Using the gradual release of responsibility model to help students assume ownership of their learning and guide students towards independent learning
- Providing feedback that moves learning forward
- Activating students as instructional resources for one another
- Enriching collaboration and empowerment in all of our school communities
- Using technology resources purposefully to support all of the above conditions

**School Math goal:**

Machias Elementary School will increase the number of students meeting standard in math as measured by classroom-based, district and state assessments by June 2017.

**School Reading goal:**

Machias Elementary School will increase the number of students meeting standard in reading as measured by classroom-based, district and state assessments by June 2017.

**School Science goal:**

Machias Elementary School will increase the number of students meeting standard in science as measured by classroom-based and state assessments by June 2017.

**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 Intervention Groups – (LAP / Targeted Assistance)	* LAP Teacher * Teachers	* Principal * Classified Support	Aug. 2016	June 2017	* Review academic progress every 2 weeks	* Academic data * Office Supplies * LLI Kits	Char: 1, 2, 3, 4, 5, 6, 7, 8, 9 Cri: 1, 2, 3, 4, 5, 6, 7, 8
Book Study – “Visible Learning for Literacy” by Douglas Fisher, Nancy Frey, and John Hattie	* Principal * Building Chairs * TLS * UW Leadership Team	* All Staff	Oct. 2016	June 2017	* Complete book study * Grade level discussion guide	* Book * Office Supplies	Char: 1, 2, 3, 4, 5, 7, 8, 9 Cri: 1, 2, 3, 4, 5, 6, 8
RTI and Special Education Team Meetings	* Principal * LAP Teacher * Resource Room Teacher * Psychologist * Counselor * Teachers * SPED Team		Sept. 2016	June 2017	* Reviewing student academic data * Reviewing student behavior data * Monitor “Tracking” documentation	* Office Supplies * Technology * Proper paperwork	Char: 1, 2, 3, 4, 5, 6, 7, 8, 9 Cri: 1, 2, 3, 4, 5, 6, 7, 8
Formative Assessment	* Teachers	* District * Principal	Sept. 2016	June 2017	* Review of practices across grade levels	* Formative Assessment tools * Professional Development	Char: 1, 2, 3, 4, 5, 7, 8, 9 Cri: 1, 2, 3, 4, 5, 6, 8
Smarter Balance Assessment & Resources	* Principal * Assessment Coordinator	* Teachers * District	Sept. 2016	June 2017	* 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
Continuous Improvement	* Principal * Leadership Team	* Teachers	Sept. 2016	June 2017	* Conduct Principal Leadership and School Success Surveys	* Office Supplies * Technology	Char: 1, 2, 3, 4, 5, 6, 7, 8, 9 Cri: 1, 2, 3, 4, 5, 6, 7, 8
Interpersonal Relationships/Shared Leadership	* All Staff		Aug. 2016	June 2017	* Conduct Principal Leadership and School Success Surveys	* Office Supplies * Technology	Char: 3, 4, 6, 7, 8, 9 Cri: 4, 5, 7, 8
10 Minute Monday Staff Meetings	* All Staff		Sept. 2016	June 2017	* Conduct Principal Leadership and School Success Surveys	* Weekly Agenda * Office Supplies * Technology	Char: 1, 2, 3, 4, 6, 7, 9 Cri: 1, 2, 4, 5, 7