

OSPI School Improvement Plan 2022–2023

Building data:

School District: Snohomish School District
Building Name: Central Emerson Elementary
Date: 9/1/2022

Instructions:

Using the tables below, identify your highest priority school improvement goals and activities for SY 2022–23. Please refer to the OSSI SY 2022–2023 School Improvement Plan Implementation Guide for more details and examples of SMARTIE Goals, short- and long-term data sources that may be used in the “Measures” column for support, and other helpful planning aids. Add more tables or lines as needed.

SMARTIE Goals

What specifically are you trying to accomplish? Do your goals meet the criteria of a SMARTIE Goal?

A **SMARTIE Goal** is specific, measurable, attainable, realistic, time-bound, inclusive, and equitable and should answer the questions:

- What will be improved?
- By how much?
- By when?
- And, for whom/what?

Questions to ask and answer when addressing inclusion and equity:

- Will achieving this goal build success and/or shrink disparity gaps for specific student groups in our learning community?
- Does the goal ensure that traditionally marginalized students have equal access, and is there an element of fairness and justice inherent in the goal?
- If the outcome specified in this goal isn’t specifically promoting equity and inclusion, is the process of achieving this goal going to improve equity and inclusion for all students? How?
- Who have we consulted to check for unintended negative consequences? Who needs to be consulted?

SY 2022–2023 SMARTIE Goal #1: ***All students will show expected or greater growth in reading as measured by our Fountas and Pinnell (F & P) or Fountas and Pinnell Classroom (FPC), Benchmark Assessment System (BAS) and Student Achievement in Reading (STAR). In FPC, it is expected for students to grow 4 reading levels per year. In STAR, expected Student Growth Percentiles (SGP) fall between 35-65. Students will be assessed in FPC BAS and STAR reading at least 3 times per year, in September, January, and May (prior to end of the year reporting). Ongoing assessments will be used to drive our instructional decisions, offer more support and help to those students not making adequate yearly progress.***

Activities	Timeframe	Lead	Resources	Measures
<p><i>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal?</i></p> <p><i>Who, specifically, will benefit from this practice/activity?</i></p>	<p><i>What was/ is the projected length of time of this activity?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>	<p><i>What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?</i></p>
<p>Grade Level Teams will meet to review data related to literacy growth. Data will be organized using Microsoft Teams, with grade levels identifying tier 1 and 2 interventions for specific student groups. [students qualifying for MLL services, students on IEPs, and students who identify as Hispanic.]</p> <p>This activity will provide teachers the information in order to create flexible groups based on specific student need in relation to literacy skills.</p> <p>Flexible grouping can support students within our subcategories while accelerating learning and addressing foundational literacy skills. Flexible grouping can increase overall student engagement and build student confidence.</p>	<p>Grade Level Teams will meet for one hour each month, on the 3rd Wednesday from September-June. Literacy data (FPC levels and STAR reading scaled scores) will be imputed into the Teams Excel page 3 times per year at a minimum as benchmark assessments are completed. (September, January, May) Grade level teams are able to add classroom based assessments as needed.</p> <p>Grade Level Teams will also meet once either after school or during school using subs per semester with support staff and admin to review data and student progress towards SIP goals.</p> <p>Meeting 1: November</p> <p>Meeting 2: March</p>	<p>Grade Level Team members will be responsible for implementing these meetings, reviewing data, discussing interventions appropriate to support student achievement in literacy. Teams will use the notetaking guide within the Microsoft Teams page to clearly articulate how they are using student data to adjust instructional practices within whole group instruction as well as the 30 minute intervention period 4 days a week. Support staff (SPED, Title 1, MLL) will review notes after each meeting and follow up with grade level teams regarding supports for students in the identified subgroups.</p> <p>Sam and Alice will review notes monthly, following up with how to support teams in creating successful intervention groups to support literacy instruction.</p>	<ul style="list-style-type: none"> • Technology support around using Microsoft Teams/Excel pages (Digital Learning Leader) • Guided Reading/Fountas and Pinnell professional development (District support or building leaders) • Substitute for covering half day for semester grade level team meeting with support staff and admin. 	<p>Short Term Data:</p> <p>Grade levels will use the four guiding questions when creating and reviewing progress of their intervention groups:</p> <ol style="list-style-type: none"> 1. What do we want our students to learn? (essential, guaranteed & viable curriculum) 2. How will we know they are learning? (administer frequent, team-developed common, formative assessments) 3. How will we respond when they don't learn? (timely, directive, systematic intervention) 4. How will we respond when they do learn? (timely enrichment/extension) <p>Grade levels will develop short formative assessments in order to know if students have learned the intended skills.</p> <p>Long Term Data:</p> <p>Grade Levels will review student progress in the FPC, BAS and STAR</p>

				Reading after each benchmark assessment window (September, January, May). This reflection of student progress will inform the grade level teams decisions around flexible grouping and necessary tier 2 or 3 interventions. Student growth rates (Number of FPC levels and points added to scaled score on STAR Reading) will be identified within the Excel Document.
<p>Extended Day Learning Opportunity. Students will be invited based on literacy data from Grade Level Team meetings. Students will be grouped using flexible grouping with low student:teacher ratios. (5:1) Students identified in our subcategories [students qualifying for MLL services, students on IEPs, and students who identify as Hispanic] will benefit from smaller student to teacher ratios. As small teacher:student ratios has been shown to increase student confidence, engagement, and allows teachers to best address individual needs of their students.</p> <ul style="list-style-type: none"> Parent Involvement aspect included 2 X throughout 6 week session. Provide families with strategies to support continued reading after extended day sessions have ended. 	<p>Students identified as one of our 3 subcategories and in need of intervention in the area of literacy will be invited to a 6 week after school extended day learning opportunity.</p> <p>Students will meet in small flexible groups 3 days a week for six weeks from 3:30-4:30.</p> <p>Students will be given a pre and post classroom based assessment, focused on a given learning target appropriate to grade level standards for each group.</p>	<p>Grade Level Teams will use Microsoft Teams data to identify which students will be given invitations to Extended Day.</p> <p>Classified and Certificated staff at Emerson will be offered opportunities to teach extended day, with a 6 week commitment taking place. If more staff are needed, staff at Central (k-2) campus will be offered opportunities to teach.</p> <p>Title 1 teacher, Sam, and Alice will support with supervision and organization of extended day.</p>	<p>Extended Time- hourly pay for classified and certificated staff 3 hours of instruction plus 1.5 hours of planning per week.</p> <p>Number of staff/students invited will be dependent on budget and funding.</p> <p>Materials: 2 books per student for each parent involvement evening.</p>	<p>Short Term Data:</p> <ul style="list-style-type: none"> Student Surveys regarding self reflection around reading (Pre/post) Pre and post classroom based assessment- specific reading skill which was used to form groups. Example: Finding the theme of a short fictional passage using text evidence <p>Long Term Data:</p> <ul style="list-style-type: none"> BAS data after 6 week extended day session has occurred, specifically focusing on growth of those invited. STAR reading assessment at the end of the 6 week session. Review growth

Funding: List and describe funding amount(s) and source(s) associated with the activities described above.
1. Substitutes for Grade Level Team Meetings. January- 3 subs for 2 days. \$200 X 3 subs X 2 days= \$1,200

2. After School Grade Level Team Meetings. X 2 hourly pay for certificated staff. Teachers, Title, Sped, MLL. 15 people X2 hours for meeting X 2 meetings X \$40 hour= \$2,400
3. Extended Day: 2 certificated staff member per grade (4 grades) for 4.5 hours per week for 6 weeks. Certificated= 8 teachers X 4.5 hours X 6 weeks X \$40 per hour \$8,640, [We will reduce staff and students to 6 teachers if needed due to budget. (\$6,480)] Extended Day Materials: 2 books per student: (10 students per grade level X 4 grades X \$8 per book) = \$320
SY 2022–2023 SMARTIE Goal #2: All students will show expected or greater growth in math as measured by our STAR math assessments. In STAR, expected Student Growth Percentiles fall between 35-65 SGP. Students will be assessed in STAR reading at least 3 times per year, in September, January, and May (prior to end of the year reporting). Ongoing assessments will be used to drive our instructional decisions, offer more support and help to those students not making adequate yearly progress.

Activities	Timeframe	Lead	Resources	Measures
<i>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal? Who, specifically, will benefit from this practice/activity?</i>	<i>What was/ is the projected length of time of this activity? When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i>	<i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity? Who else will be involved?</i>	<i>What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i>	<i>What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?</i>
Grade Level Teams will meet to review data related to literacy growth. Data will be organized using Microsoft Teams, with grade levels identifying tier 1 and 2 interventions for specific student groups. [students qualifying for MLL services, students on IEPs, and students who identify as Hispanic] This activity will provide teachers the information in order to create flexible groups based on specific student need in relation to literacy skills. Flexible grouping can support students within our subcategories while accelerating learning and addressing foundational literacy skills. Flexible grouping can increase overall	Grade Level Teams will meet for one hour each month, on the 3 rd Wednesday from September-June. Literacy data (FPC levels and STAR reading scaled scores) will be imputed into the Teams Excel page 3 times per year at a minimum as benchmark assessments are completed. (September, January, May) Grade level teams are able to add classroom based assessments as needed. Grade Level Teams will also meet once per semester with support staff and admin to review data and student progress towards SIP goals. Meeting 1: November	Grade Level Team members will be responsible for implementing these meetings, reviewing data, discussing interventions appropriate to support student achievement in literacy. Teams will use the notetaking guide within the Microsoft Teams page to clearly articulate how they are using student data to adjust instructional practices within whole group instruction as well as the 30 minute intervention period 4 days a week. Support staff (SPED, Title 1, MLL) will review notes after each meeting and follow up with grade level teams regarding supports for students in the identified sub groups. Sam and Alice will review notes monthly, following up with how to support teams in creating successful intervention groups to support literacy instruction.	<ul style="list-style-type: none"> Technology support around using Microsoft Teams/Excel pages (Digital Learning Leader) Guided Reading/Fountas and Pinnell professional development (District support or building leaders) Substitute for covering half day for semester grade level team meeting with support staff and admin. 	Short Term Data: Grade levels will use the four guiding questions when creating and reviewing progress of their intervention groups: 1. What do we want our students to learn? (essential, guaranteed & viable curriculum) 2. How will we know they are learning? (administer frequent, team-developed common, formative assessments) 3. How will we respond when they don't learn? (timely, directive, systematic intervention) 4. How will we respond when they do learn? (timely enrichment/extension)

<p>student engagement and build student confidence.</p>	<p>Meeting 2: March</p>			<p>Grade levels will develop short formative assessments in order to know if students have learned the intended skills.</p> <p>Long Term Data:</p> <p>Grade Levels will review student progress in the FPC, BAS and STAR Reading after each benchmark assessment window (September, January, May). This reflection of student progress will inform the grade level teams decisions around flexible grouping and necessary tier 2 or 3 interventions. Student growth rates (Number of FPC levels and points added to scaled score on STAR Reading) will be identified within the Excel Document.</p>
<p>Building Thinking Classrooms in Mathematics: Staff Book Study</p> <p>Classroom teachers and para educators will benefit from reading this book and discussing best practices as a group. Author, Peter Liljedah describes strategies to engage students in deep thinking around math. Teachers will build practical, timely strategies that they can use with their students the next day.</p>	<p>November-March</p> <p>Teachers will read independently while meeting 3 times throughout the school year to debrief and discuss strategies described in the book.</p> <p>Meetings will occur in November, February, April.</p> <p>In between meetings, grade level teams will continue to discuss strategies that are supporting student engagement and deep thinking in mathematics.</p>	<p>Building Leadership Team, Sam, Alice (Teaching and Learning representative)</p> <p>Grade Level Teams will discuss strategies within their team meetings when discussing student engagement, progress, and creation of intervention groups.</p>	<ul style="list-style-type: none"> • Whiteboards- as described in book for student engagement- \$2,760 • Building Thinking Classrooms in Mathematics by: Peter Liljedah Books: 59 books for certificated staff and para educators- 59 books X \$37=\$2,183 	<p>Give students a pre/post survey about mindset/engagement around math. Compare results in November and May.</p> <p>STAR Math results- observe changes in SGP.</p>
<p>Extended Day Learning Opportunity. Students will be invited based on math data from Grade Level Team meetings. Students will be grouped using flexible grouping with low student:teacher ratios. (5:1) Students</p>	<p>Students identified as one of our 3 sub categories and in need of intervention in the area of math will be invited to a 6 week after school extended day learning opportunity.</p>	<p>Grade Level Teams will use Microsoft Teams data to identify which students will be given invitations to Extended Day.</p> <p>Classified and Certificated at staff at Emerson will be offered opportunities to teach extended day, with a 6 week commitment taking place. If more</p>	<p>Extended Time- hourly pay for classified and certificated staff 3 hours of instruction plus 1.5 hours of planning per week.</p>	<p>Short Term Data:</p> <ul style="list-style-type: none"> • Student Surveys regarding self reflection around math (Pre/post) • Pre and post classroom based assessment- specific math skill

<p>identified in our sub categories [students qualifying for MLL services, students on IEPs, and students who identify as Hispanic] will benefit from smaller student to teacher ratios. As small teacher:student ratios has been shown to increase student confidence, engagement, and allows teachers to best address individual needs of their students.</p> <p>Parent Involvement aspect included 2 X throughout 6 week session. Provide families with strategies to support continued reading after extended day sessions have ended.</p>	<p>Students will meet in small flexible groups 3 days a week for six weeks from 3:30-4:30.</p> <p>Students will be given a pre and post classroom based assessment, focused on a given learning target appropriate to grade level standards for each group.</p>	<p>staff are needed, staff at Central (k-2) campus will be offered opportunities to teach.</p> <p>Title 1 teacher, Sam, and Alice will support with supervision and organization of extended day.</p>	<p>Number of staff/students invited will be dependent on budget and funding.</p>	<p>which was used to form groups. Example: 3rd grade: represent and sole problems involving multiplication and division</p> <p>Long Term Data:</p> <ul style="list-style-type: none"> STAR math assessment at the end of the 6 week session. Review growth by observing SGP.
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<p>Funding: List and describe funding amount(s) and source(s) associated with the activities described above.</p>
<ol style="list-style-type: none"> Building Thinking Classrooms in Mathematics by: Peter Liljedah Books: 59 books for certificated staff and para educators- 59 books X \$37=\$2,183 Whipbook Flipchart X20= \$2,760
<ol style="list-style-type: none"> Extended Day: 2 certificated staff member per grade (4 grades) for 4.5 hours per week for 6 weeks. Certificated= 8 teachers X 4.5 hours X 6 weeks X \$40 per hour \$8,640. [We will reduce staff and students to 5 certificated teachers if needed due to budget. \$5,400] Dreambox: \$30 per account X 260 students= \$7,800 Building Thinking Classrooms in Mathematics: Professional Development. 2 sessions @ \$2240 each. Total of \$4480.

SY 2022–2023 SMARTIE Goal #3: All students will demonstrate growth in the area of Social Emotional Learning by focusing on identifying feelings, developing empathy, solving problems, relationship skills, social and self-management in the school setting. Student growth will be measured by student surveys, Panorama data, analysis of School Wide Information System (SWIS) data.

Activities	Timeframe	Lead	Resources	Measures
<p><i>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal?</i></p> <p><i>Who, specifically, will benefit from this practice/activity?</i></p>	<p><i>What was/ is the projected length of time of this activity?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>	<p><i>What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?</i></p>
<p>Grade Level Team Meetings: Analysis of absences, Turn Around Room usage, and Panarama data. Second Step pacing and planning.</p>	<p>Grade Level Teams will meet for one hour each month, on the 3rd Wednesday from September-June. SEL data (absences, Turn Around Room usage, Panorama data) will be imputed into the Teams Excel page 3 times per year at a minimum as benchmark assessments are completed. (September, January, May)</p> <p>Grade Level Teams will also meet once per semester with support staff and admin to review data and student progress towards SIP goals.</p> <p>Meeting 1: November</p> <p>Meeting 2: March</p>	<p>Grade Level Team members will be responsible for implementing these meetings, reviewing data, discussing interventions appropriate to support student achievement in SEL. Teams will use the notetaking guide within the Microsoft Teams page to clearly articulate how they are using student data to adjust instructional practices within whole group instruction as well as the 30 minute intervention period 4 days a week. Support staff (SPED, Title 1, MLL) will review notes after each meeting and follow up with grade level teams regarding supports for students in the identified sub groups.</p> <p>Sam and Alice will review notes monthly, following up with how to support teams in creating successful intervention groups to support literacy instruction.</p>	<ul style="list-style-type: none"> • Technology support around using Microsoft Teams/Excel pages (Digital Learning Leader) • SEL curriculum professional development (District support or building leaders) • Substitute for covering half day for semester grade level team meeting with support staff and admin. 	<p>Measurements: Review attendance data to see impact. Turn Around Room usage data, Panorama pre and post data.</p>
<p>Second Step weekly lessons</p>	<p>Each classroom teacher will provide weekly SEL instruction using our district provided curriculum, Second Step. These lessons last 30-40 minutes.</p> <p>Progress of completion of lessons will be monitored monthly within grade level team meetings.</p>	<p>Classroom Teachers, Counselor, Sam and Alice, Building Leadership Team</p>	<p>Online Second Step curriculum</p>	<p>Short Term: Teacher observations, Turn around Room data.</p> <p>Long Term: Attendance, SWIS data, Panorama Data</p>
<p>Targeted/Flexible Groups to support SEL.</p> <p>Possible Topics:</p>	<p>4-6 weeks of small, targeted groups based on specific student needs as identified in Panorama data, Turn</p>	<p>Counselor (Jamie Walton), Para Educator (Pam Cox), Alice Dailey, Grade Level Teams, Building Leadership Team</p>	<p>Curriculum specific to each group, Second Step as applicable</p>	<p>Short Term: Teacher observations, Turn around Room data, recess reports</p>

Worry Worriers Friendship Groups Anger Management Executive Functioning	Around Room data, and teacher input/observations. Groups will consist of 3-5 students with one adult: counselor, para educator, assistant principal.		Extended Time- para support during recesses for alternative options	Long Term: Attendance, SWIS data, Panorama Data
Family Liaison Support for MLL and Spanish Speaking Families	Monday-Thursday 0.5 hours per day of support. This involves reaching out, connecting with Spanish speaking families to engage in school activities and events, connect with staff, and answer questions as needed.	MLL Teacher, Sam, Alice	Extended Time/Staffing- \$3,323.60	Family Surveys, academic data, Panorama data

Funding: List and describe funding amount(s) and source(s) associated with the activities described above.
1. Para Support for coverage for alternative recesses (lunch recess) 150 days X 1 hours X \$20/ hour= \$3,000 2. Family Liaison Support for MLL and Spanish speaking families- \$3,323.60

Total:

- With full Extended Day staffing: \$44,786.60 [If we happen to get extra funding, we will invite more students with larger staffing to extended day]
- With only one round and reduced Extended Day staffing: \$33,946.60