

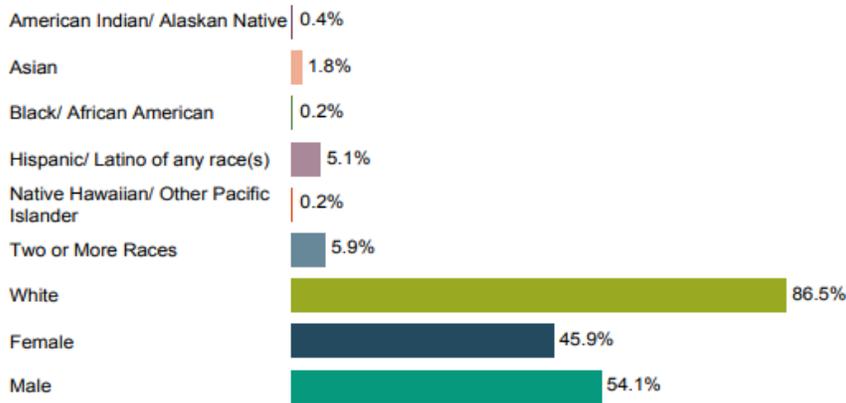
2019-20 School Improvement Plan Machias Elementary Snohomish School District #201

Shawn Ryan
Principal

Demographics and Special Programs

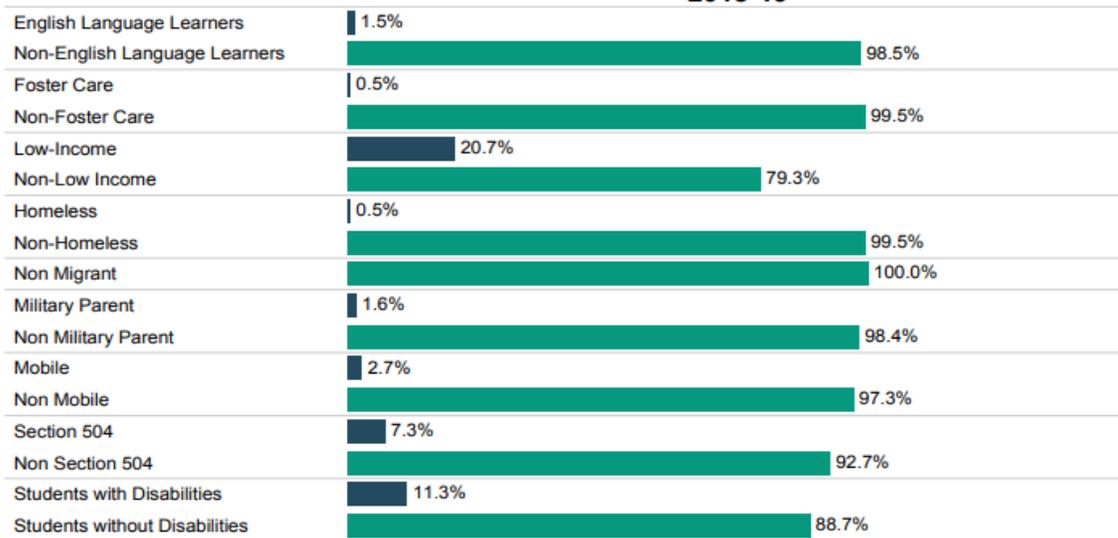
Machias Elementary

2018-19



Machias Elementary

2018-19



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	

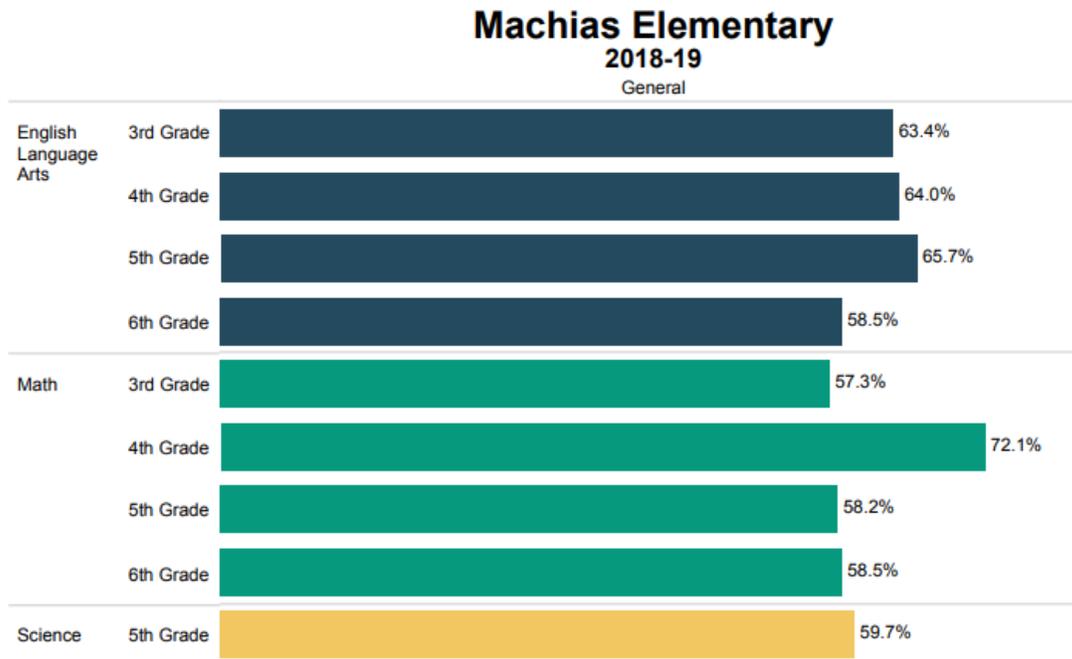
Our School's Previous Goals (18-19)

School MTSS goal: Staff will effectively collaborate (Based off the “Seven Stages of Collaborative Teams in Professional Learning Communities”) as they support student learning in our Kindergarten through 6th grade, 35-minute Literacy Intervention Blocks. Pre and post staff collaboration data will be collected using the “Seven Stages of Collaborative Teams in Professional Learning Communities” reflection document. Student learning will be measured by the Benchmark Assessment System, STAR assessment, and SBA state assessments by June 2019.

School ELA goal: Staff will work 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 the Benchmark Assessment System, STAR assessment, and SBA state assessments by June 2019.

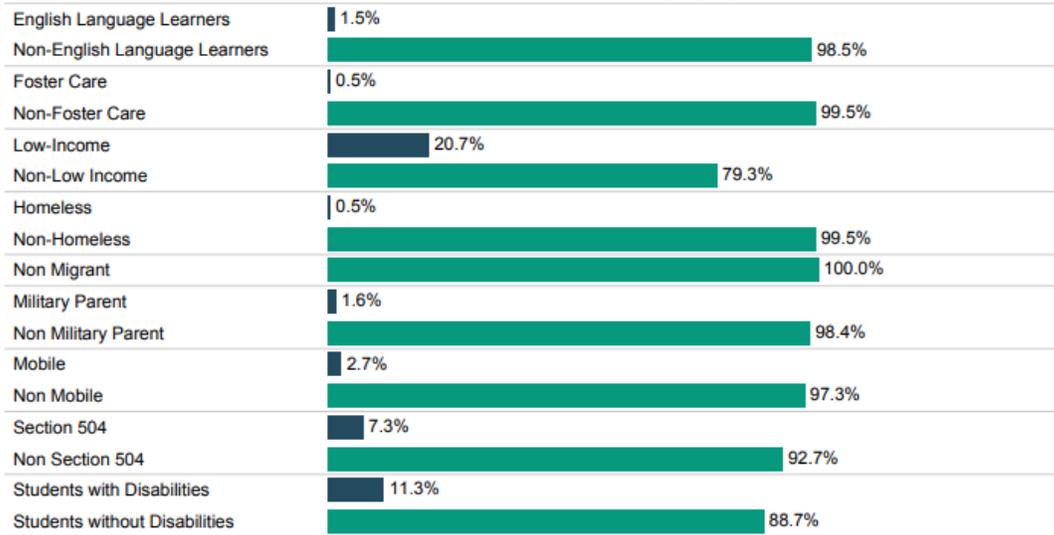
School Social-Emotional Learning goal: Staff will continue implementation K-6 Social Emotional Curriculum (Second Step) and commit to trauma-informed practices. Success will be measured by pre and post student Panorama survey results.

State tests and other data sources:



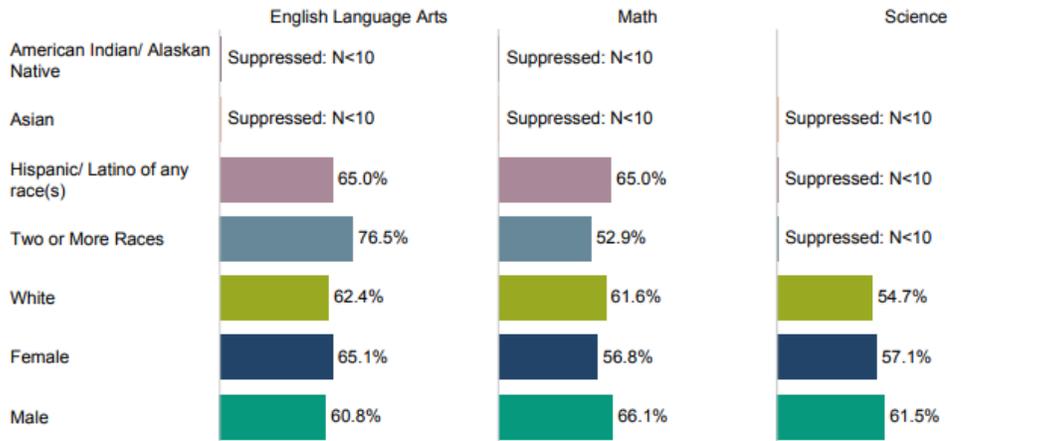
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2018-19



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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 third grade will focus on using the new 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. Our intermediate teachers will also use the Fountas and Pinnell BAS as a diagnostic reading assessment for students in their classroom. All grades will work with the Literacy Learning Support Specialist to design responsive literacy instruction for their core literacy block.

The 2019-20 school year is our second year of implementation for the 35-minute literacy intervention block for all grades. 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 to surpass grade level learnings if necessary. 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 have been focused on guiding our work based on the principles from *Seven Stages of Collaboration* to ensure effective intervention. In addition, our Guiding Coalition uses and refers to the text, *Taking Action*, (Austin Buffman, Mike Mattos, and Janet Malone) to guide the work of collaborative teams in a fluid manner as we grow professionally.

In 2018, Machias received a grant to begin the work of trauma informed practices. Currently in year two, work is guided by our Trauma Informed Leadership Team (TILT), assessing students' attitudes about school through the Panorama Survey (grades 3-6), and reviewing and adopting the social emotional program, Second Step. The TILT team used the results of the Panorama Survey to celebrate successes and identify areas of improvement. The survey indicated students feel Machias has rigorous expectations, and positive student-teacher relationships. The area of improvement the TILT team

selected to address for the 2019-20 school year is continued support for Tier 1 strategies. This is to include norms of greeting students at the door, maintain a visual schedule, and increase reflective neurons (smile). Other implementation areas include the creation of Machias Families and use of Gotcha Tickets. This year we will begin to plan for implementation of Tier 2 strategies.

The Student Intervention Team meets on Wednesdays as needed to talk about specific students. The team includes: School Principal, Psychologist, Special Education Teacher, Speech-Language Pathologist, School Nurse, Literacy Learning Support Specialist, 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.” 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, Reflex Math, 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 “Five Pillars” into our daily practice at Machias for staff and students. 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 tours led by leadership 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, and hold “Touch Base” meetings through the year with principal.

Improving school safety is a priority at Machias. 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 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. 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.

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, Costume Ball, WatchDOGS, Book Fair, Food Drive, Knitting Club, Missoula Children’s Theater, Veteran’s Day Assembly, Holiday Sing Along, Open House, Bobcat Miles, Musical Concerts, End of the Year Assembly, Field Day, Author Visit, Robotics Club, Family Literacy Night, Parent Teacher Conferences, PTG Meetings, District Committees, Move to Improve, 6th Grade Celebration, Panther Pals, Talent Show, Safety Team, Panorama Survey and a Student Leadership Team.

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.”*

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 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.

On Monday mornings, we will continue to hold a stand-up 10-minute staff meetings. 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:

- F & P Benchmark Assessment System (K-6)
- WaKIDS (K)
- ESGI (K-1)
- 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)

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

Assessment:

- Star Enterprise
- Homeroom/Data Dashboard
- ESGI
- WaKIDS

Collaboration:

- Email
- Microsoft Teams
- OneDrive/SharePoint
- Canvas

Professional development:

- Web Based Resources/Videos
- Canvas
- Bridges Educator Site
- Fountas and Pinnell Online Resources/Videos
- Tech Time includes office 365 refresher, Data Dashboard and the new STAR interface.

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 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 2019 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 are two areas of emphasis in 2019-2020. The work of the district this school year will include 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 will effectively collaborate (Based off the “Seven Stages of Collaborative Teams in Professional Learning Communities”) as they support student learning and the use of Essential Learning Standards in our Kindergarten through 6th grade, 35-minute Literacy Intervention Blocks. Pre and post staff collaboration data will be collected using the “Seven Stages of Collaborative Teams in Professional Learning Communities” reflection document. Student learning will be measured by the Benchmark Assessment System (BAS), STAR assessment, and SBA state assessments by June 2020.

School ELA goal:

Staff will work 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 by June 2020.

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

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 / MTSS)	* LLSS * LAP Teacher * Teachers	* Principal * Classified Support	Aug. 2018	June 2020	* 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 “Making & Tinkering With STEM” by Cate Heroman	* Principal * LLSS * Teachers	* Guiding Coalition	Oct 2019	June 2020	* Participate in book study * Implement design challenges	* Book * Office supplies	Char: 1, 3, 4, 7, 8, & 9 Cri: 1, 2, 3, 4, 5, & 8
Student Intervention Team	* Counselor * Principal * LAP Teacher * Resource Room Teacher * Psychologist * SLP	* Teachers * OT/PT * Nurse	Sept. 2018	June 2020	* 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 * Assessment Coordinator	* Teachers * District	Sept. 2018	June 2020	* 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 * LLSS * Teachers	* District	Sept. 2018	June 2020	* Review of practices across grade levels * Use formative assessment data for intervention groups	* Formative * Assessment tools BAS * Professional Development	Char: 1, 3, & 5 Cri: 1, 2, 3, 4, 5, 6, & 8
Being A Writer	* Principal * Guiding Coalition * Teachers	* District	Sept. 2019	June 2020	* 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 * Guiding Coalition	* Teachers	Sept. 2018	June 2019	* Conduct Principal Leadership and School Success Surveys	* Office Supplies * Technology	Char: 1-9 Cri: 1-8
Interpersonal Relationships/Shared Leadership	* All Staff		Aug. 2018	June 2020	* 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” Year 2	* Counselor * Principal	* Staff	Oct. 2018	June 2020	* Implement Curriculum * Review Panarama Survey Results	* Curriculum * Office Supplies * Technology * Professional Development	Char: 1, 2, 3, 4, 6, 7, 9 Cri: 1, 2, 4, 5, 7
Digital Literacy	* All Staff * DLL	* District	Aug. 2019	June 2020	* Review tech used in the building * Continue to use Teams	* Office Supplies * Technology * Updated student laptops	Char: 1, 2, 4, 7, 8, 9 Cri: 2, 7, 8

					* Be accountable for programs used to support classrooms.		
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