

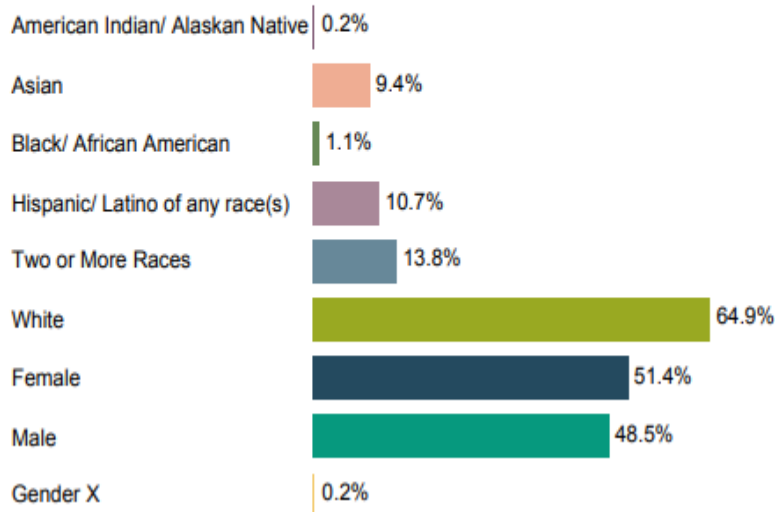
**2019-20 School Improvement Plan
Seattle Hill Elementary School
Snohomish School District #201**

Paula Nelson
Principal

Demographics and Special Programs

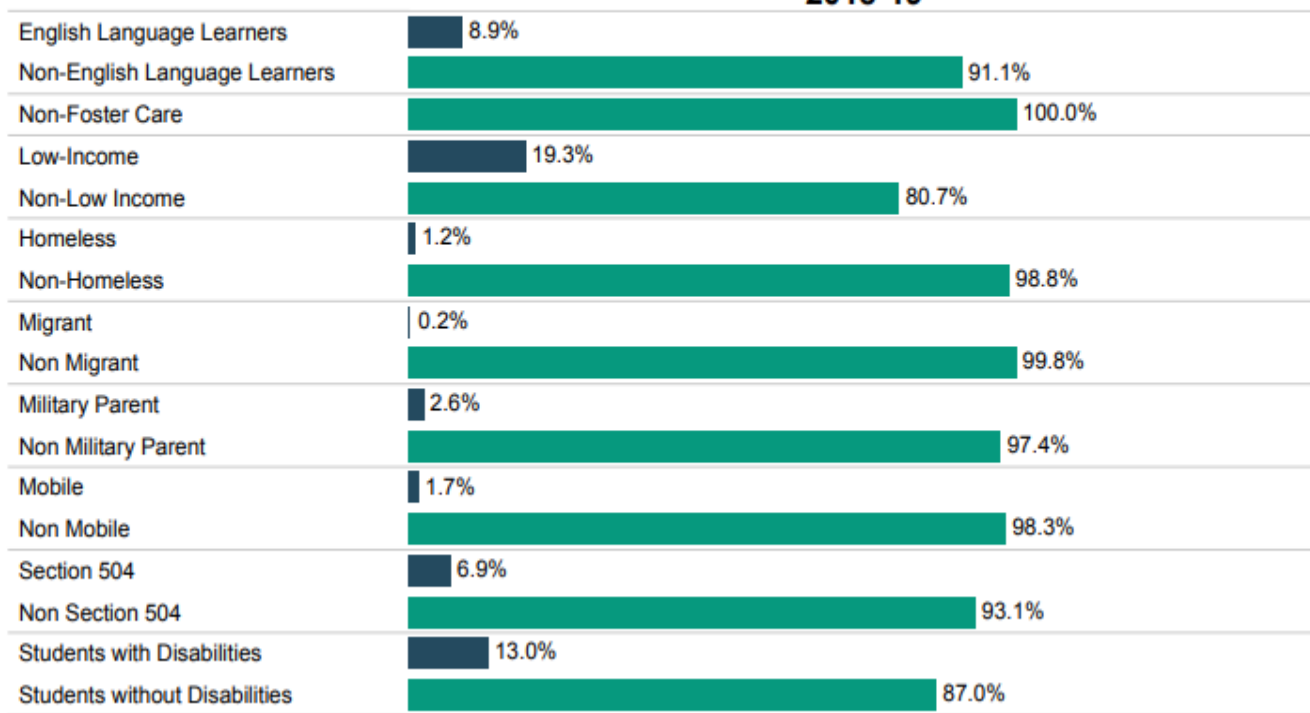
Seattle Hill Elementary

2018-19



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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

Our School's Goals for 19-20

District-Aligned Goal: (One goal will be aligned with the district's academic priorities.)

4 Components of Effective Tier 1 Instruction: Planning (Purposeful), Instructional Moves, Assessments, and Researched-Based Interventions.

At Seattle Hill we will focus on effective planning focusing on Guided Reading instruction. We will use FPC and Jan Richardson lesson materials to provide differentiated instruction to our leveled readers. Our alignment with the district goal will get teachers to plan for a minimum of two guided reading groups during their daily Intervention/Extension block. We will progress monitor every 6-8 weeks using Running Records from our FPC library to determine reading level changes which works in tandem with our building goal of moving all students at least one level on the continuum.

Building-Specific Goals: (continuation of last year's goal with the addition of our RISE program)

Goal: Move all students at least one level on the continuum of At-Risk, Approaching, On, and Above as determined by ESGI, STAR, BAS in Language Arts.

All students will receive the time and support needed to access and surpass grade level standards through effective Tier 1 Core Instruction and Tier 2 Interventions.

At Seattle Hill we have created an Intervention/Extension block schedule (K-6) to provide supports to answer the following questions:

- How will we support students' learning?
- What will we do when students haven't learned the standard?
- What will we do when students already know the standard?

This will be the foundation of our goal this year as we align services (LAP, ELL, IEP, 504), master schedule, and supports for the entire school with the purpose (goal) of moving all students at least ONE LEVEL on the continuum of At-Risk, Approaching, On, and Above as determined by ESGI, STAR, BAS in Language Arts.

Grade levels will be supported by our LSS by:

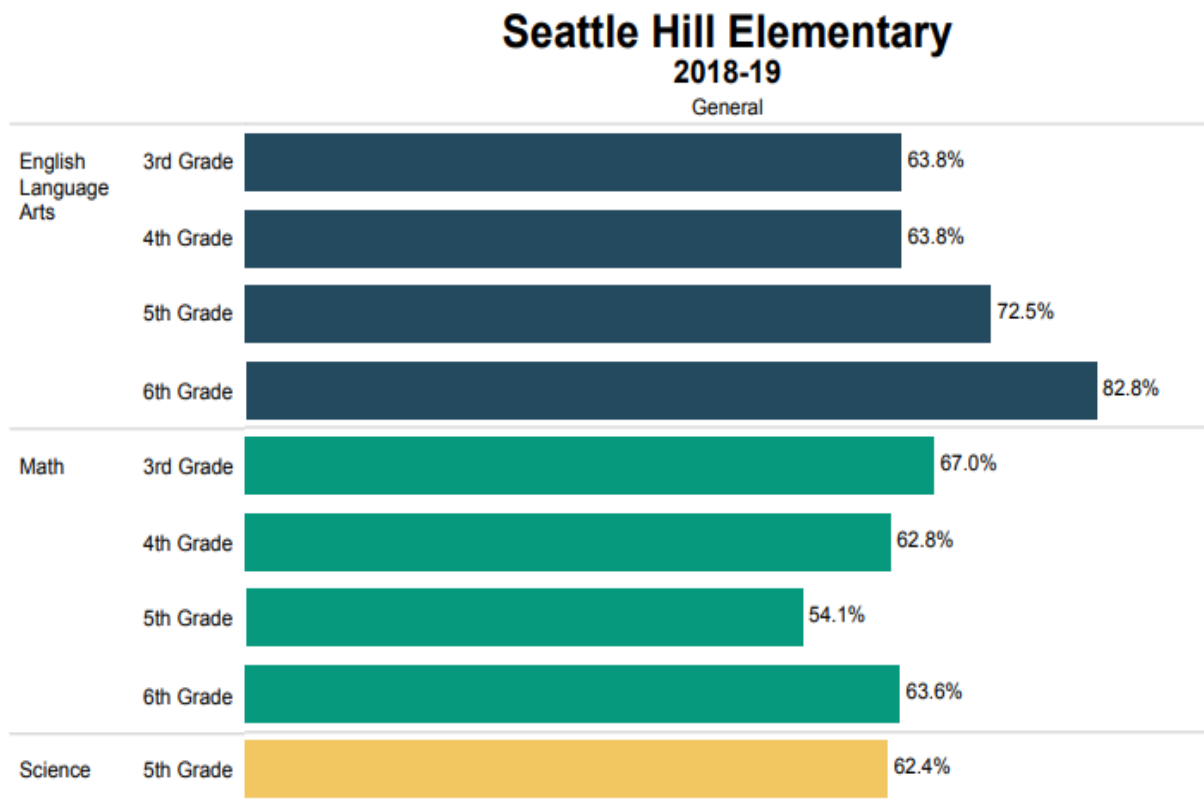
- Instructional partnerships (mini individual partnerships, team partnerships, full instructional partnerships)
- Assessment (creation, implementation, alignment, analyzing)
- Diagnostic assessments (introduced last year) to inform intervention
- Data Analysis
- Research and Best Practices around literacy

Delivery Model: RISE (Reading Intervention for Students to Excel)

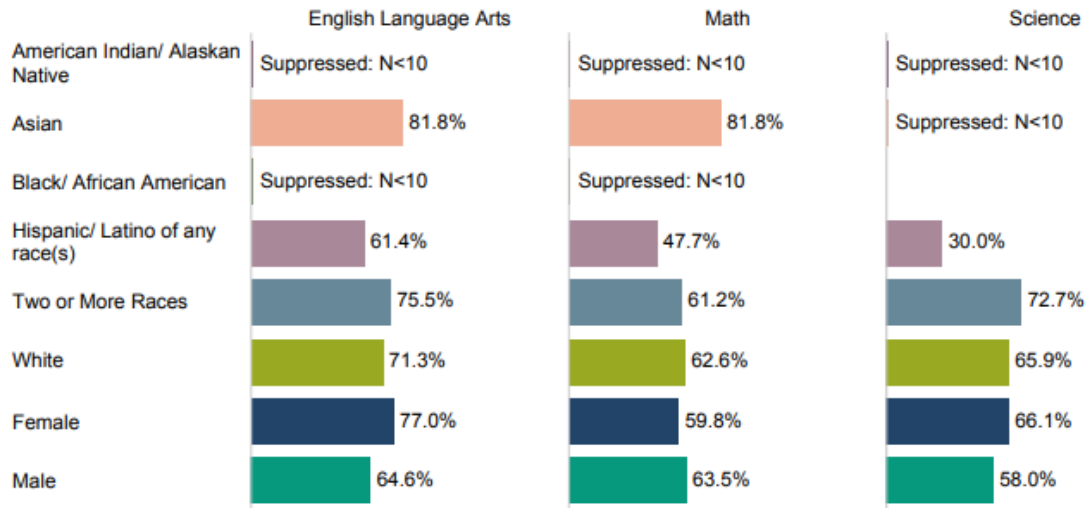
The RISE model consists of a series of targeted lessons that accelerate the growth of transitional readers. Lessons are presented in four stations where students receive instruction in reading comprehension, writing related to reading, word work/vocabulary and phonics. Stations are taught by a general education teacher, our LAP teacher, our ELL teacher and our LAP para professional. The 16 lowest students in each grade level visit the RISE room daily for 45 minutes. After 6-8 weeks of intervention, we hope students can gain the confidence, proficiency, and skills they need to excel as readers and exit intervention. While these students are in the RISE room, their peers receive guided reading instruction with the remaining grade teachers in a Walk to Read model.

Student Learning Information and Data Used to Develop Goals and Monitor Progress

State tests and other data sources:



Seattle Hill Elementary 2018-19



Seattle Hill Elementary 2018-19

	English Language Arts	Math	Science
English Language Learners	31.3%	37.5%	Suppressed: N<10
Non-English Language Learners	72.6%	62.6%	63.6%
Non-Foster Care	71.0%	61.6%	62.4%
Homeless	Suppressed: N<10	Suppressed: N<10	Suppressed: N<10
Non-Homeless	70.8%	61.4%	62.0%
Low-Income	50.6%	39.2%	34.8%
Non-Low Income	76.0%	67.2%	69.8%
Non Migrant	71.0%	61.6%	62.4%
Military Parent	58.3%	58.3%	Suppressed: N<10
Non Military Parent	71.4%	61.7%	61.5%
Section 504	73.7%	63.2%	50.0%
Non Section 504	70.7%	61.5%	63.9%
Students with Disabilities	33.9%	23.2%	25.0%
Students without Disabilities	77.1%	67.9%	72.9%

Other student learning information:

Technology Tools Used to Support SIP Goals

Assessment:

- Homeroom/Data Dashboard
- Skyward
- SBA administration and preparation
- STAR
- ESGI
- FPC Benchmark
- Running Records
- Reading Eggs/Eggspres
- Xtra Math
- NewsELA
- Dreambox
- Brainpop

Collaboration:

- CANVAS
- Microsoft 365
- SMART Notebook

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
- SHE PTO Facebook Page
- SHE Facebook Page
- Bi-Weekly Newsletter
- SHINE Cards

Professional development:

- Canvas
- Microsoft 365
- SMART Notebook
- Teacher Ready Cohorts
- Building Directed PGFs

Action Plan

Activities	Lead Person	Others	Timeline		Resources we will need/use	Our plan for monitoring effectiveness	Character or criterion addressed
			Start	End			
Updating the Intervention/ Extension schedule for literacy and adding math	Nelson, Painter, Robinson, Trautman, Anderson, Kipperberg, Tobin	Grade Level Teams	Aug	Sept	Time, master schedule, meetings with grade level teams	Grade level and special services check-in/reflections, student data, surveys	Characteristic: 5, 7 Criterion: 1, 2, 3, 4, 6, 8, 9
RISE literacy intervention program	Robinson, Tobin, Nelson, Painter	Leadership Team, Anderson, Kipperberg, Bak	Sept	June	Jan Richardson RISE materials, intervention/extension master schedule, FPC Guided Reading materials	Data monitoring, ongoing staff communication between LAP and K-3 teachers, observations/walk throughs	Characteristic: 1,2,4,5,7 Criterion: 1,2,3,4,6,8
Update/improve FPC book room materials/check out system (add 3 rd G.R. and book club)	Robinson		Aug	Sept	FPC guided reading and book club materials, ziplock bags	Staff training on checkout process, monitor/maintain organization during the year	Characteristic: 2,7 Criterion: 8
Selecting Common Assessments (Running Records, progress monitoring) with FPC materials	Robinson Tobin	Painter Nelson	Oct	June	Use of Guided Reading FPC library	Team meeting observations Data discussions	Characteristic: 2,7 Criterion: 8
PGF: PLC/MTSS Focus	Nelson, Painter, Robinson	Leadership Team	Sept	June	Solution Tree Materials, PGF calendar, 10 Success Factors for Literacy Intervention, Jan Richardson materials, Bridges Intervention curriculum	Classroom and grade level team observations, staff reflections, surveys	Characteristic: 5, 7 Criterion: 1, 2, 3, 4, 6, 8

Diagnostic Assessments for below grade level students	Robinson	Grade level team leads	Oct 2x per mo	June 2x per mo	Student tracking sheets, various assessments, core and intervention support	Grade level implementation, benchmark participation rates, progress monitoring for reporting purposes and instructional planning	Characteristic: 2, 5, 6 Criterion: 1, 2, 3, 4, 6, 8
Introduction to Bridges Intervention Curriculum (used to support math Tier 2 interventions)	Anderson Kipperberg	Grade level teams	Oct	June	Bridges Intervention materials, PGF days, time for teams to plan, support from resource teachers	Ongoing discussions, team planning and data review meetings, observations/walk throughs	Characteristic: 2,3,5,8 Criterion: 2,3,4,6,8
Grade Level Data Review Meetings	Nelson, Painter	Robinson, Tobin, Anderson, Kipperberg, Berman, Mages	Oct	May	Sub release, data reports (STAR, ESGI, BAS)	Analyze data after benchmark dates and progress monitoring	Characteristic: 1, 2, 3, 4, 5, 7 Criterion: 1, 2, 3, 4, 6, 8
Creation of Grade Level Data Boards	Nelson, Painter, Robinson	Leadership Team	Oct	June	Display boards, sticky notes, markers, STAR/BAS data	Use boards for ongoing progress monitoring of data on how students are moving through the performance levels.	Characteristic: 1, 2, 3, 4, 5, 7 Criterion: 1, 2, 3, 4, 6, 8
Curriculum Pacing Calendars K-2 FPC	Robinson	Grade level teams	Sept	June	Curriculum guides	PLC meetings	Characteristic: 2,3,5,7 Criterion: 1,4,8
Student Intervention Team	Nelson Painter Mages Berman Robinson Tobin Kipperberg Anderson	Grade level teams	Sept	June	Reading, math, and behavior intervention tracking forms, parent letters, grade level logs, weekly meetings with SIT team and grade levels	SIT meetings Data discussions every 6-8 weeks	Characteristic: 4,5,6,7 Criterion: 5,6,7
Walk-to-Guided Reading	Robinson Tobin Nelson Painter	Anderson Kipperberg Bak Grade level teams	Sept	June	BAS scores, diagnostic data, STAR/ESGI data	Meeting observations Data discussions	Characteristic: 1,2,3,4,5,7 Criterion: 1,2,3,4,6,8

Identification of Essential Standards	Robinson Nelson Painter	South LSS team	Aug	Jan	Identified essentials from grade levels and south LSS team		Characteristic: 2,3,7 Criterion: 3,4,7,8
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