



Vision:

Every Student Thrives

Mission:

To Create an educational community that ignites a passion for learning where every student is known and empowered

Core Values:

- Student Focused
 - Culture of Belonging
 - Equity
 - Accountability
-



Seattle Hill Elementary
23-24 School Improvement Plan

Academic Goals:

- Literacy: Teachers will implement interventions based on students' instructional needs based on data for students below grade level, in grades K-2. Students below grade level, in grades K-2, will demonstrate growth in foundational reading skills, CCSS RF1-3, by targeted instructional intervention.
- Math: Sixth-grade general education teachers will focus on CCSS 6.NS.2: Fluently divide multi-digit numbers using the standard algorithm and CCSS 6.NS.3: Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.

Instruction Specific Goal(s):

- Teachers will plan and align an instructional pathway with clear and specific learning instructional outcomes and success criteria based on their analysis of the CCSS. They will determine why the learning is relevant to their students and how it is situated within the broader purposes, (1c). They will then clearly communicate the instructional outcomes and success criteria to students, including the purpose of learning and why the learning is meaningful and relevant (3a).
- Teachers will align and implement instructional outcomes and success criteria across the grade level, planning as a PLC.

Seattle Hill Elementary

2022-23

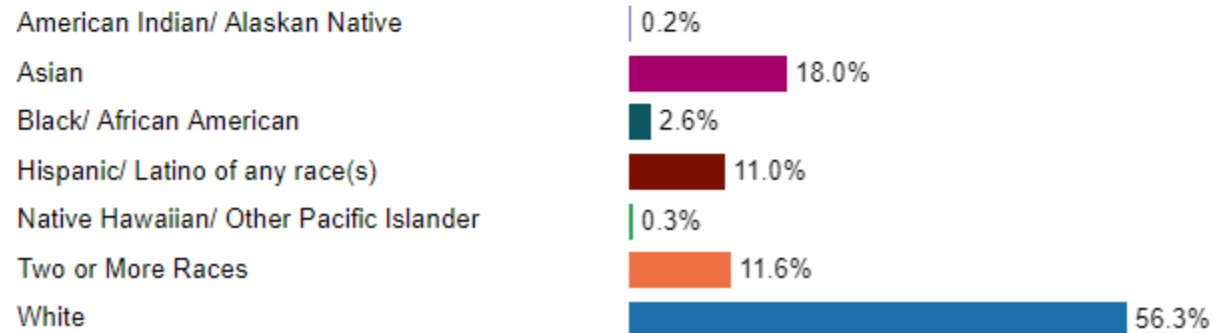
Total Student Enrollment

584

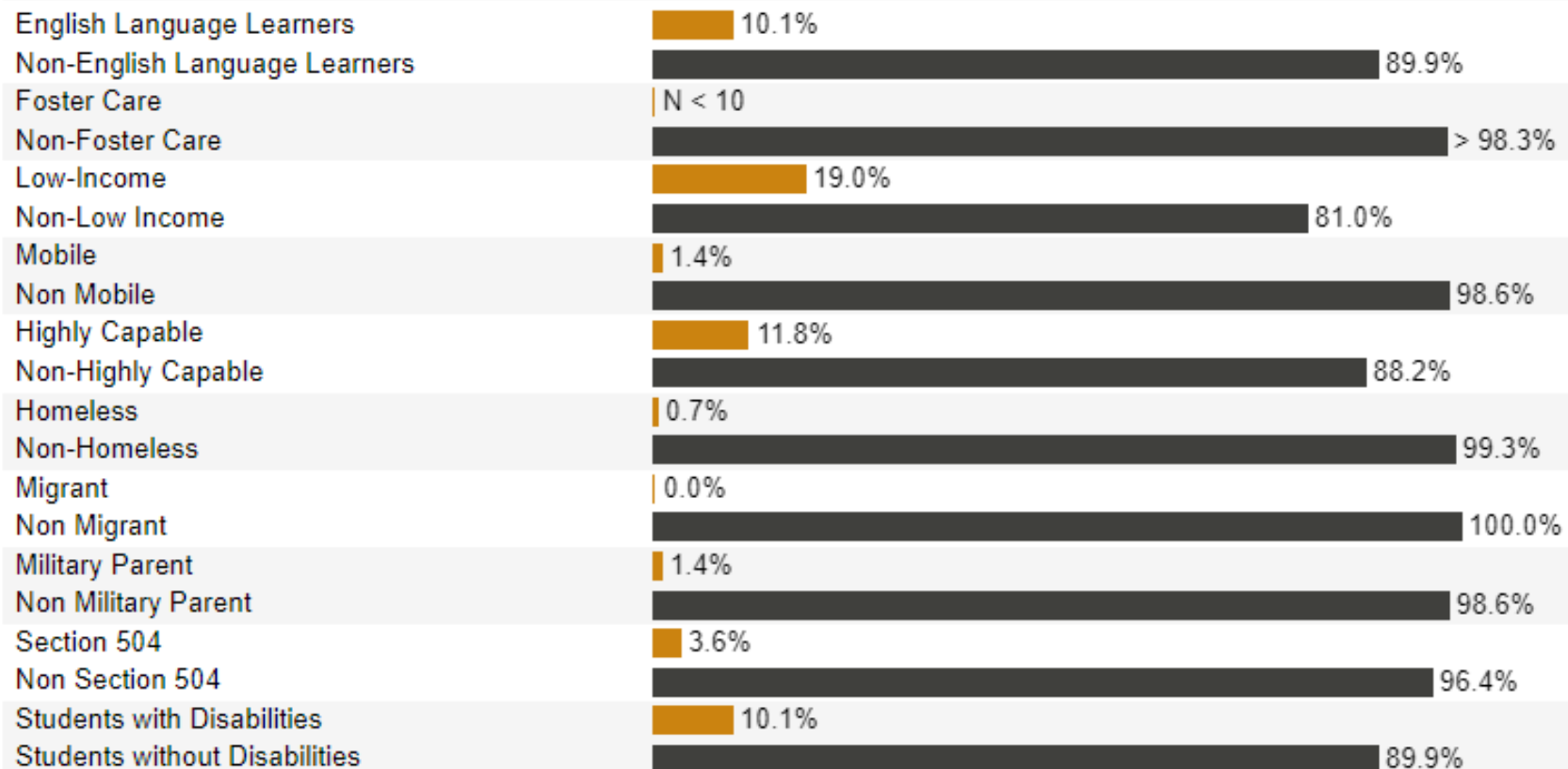
Gender



Race/Ethnicity



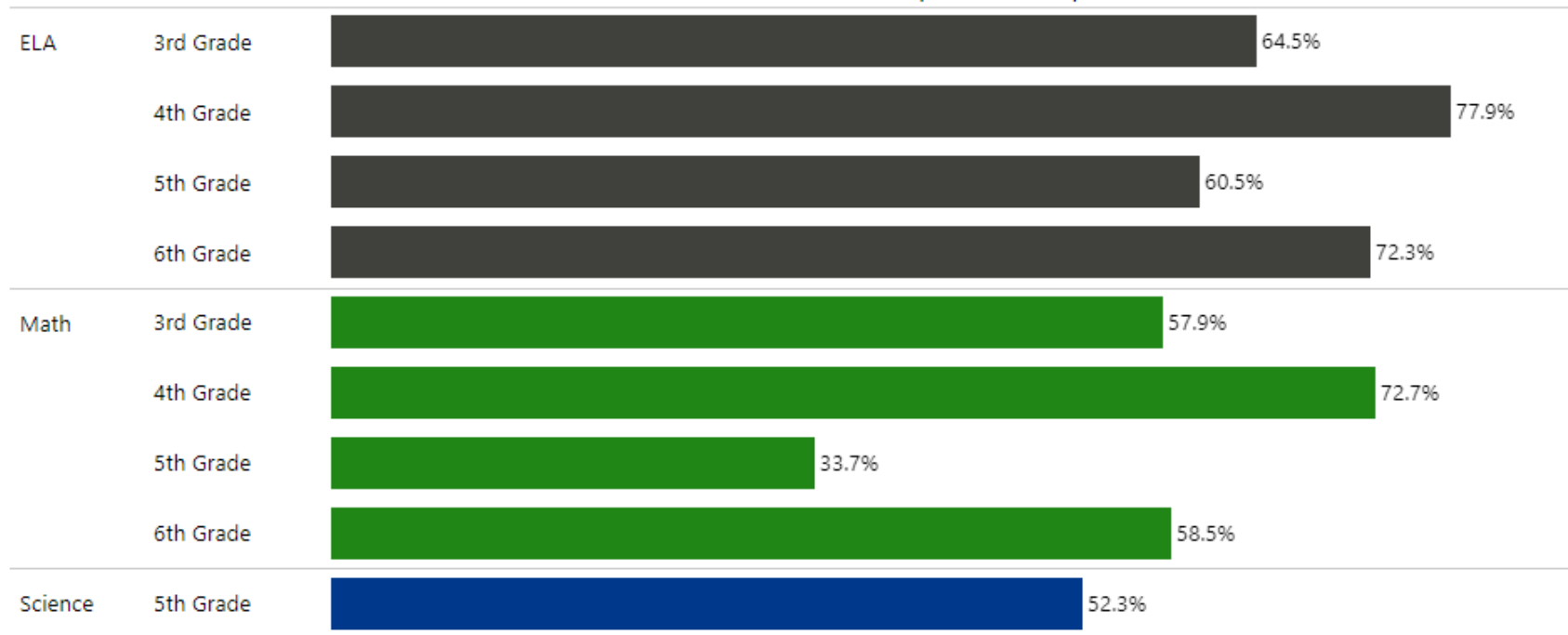
Program and Characteristic



Seattle Hill DATA

Spring 2023

General (SBA and WCAS)



Seattle Hill Elementary 23-24 Goals, Action Steps and Strategies

Academic Literacy Goal: ESGI in October 2023, shows 19% of kindergarten students do not know their upper-case letters; 26% do not know their lower-case letters; and 38% do not have letter/sound correspondence. Lexia data in October 2023, 47% of all first and second grade students are below grade level. October BAS shows 38% of students below grade level in first grade and 30% of students below grade level in second grade. Teachers will implement interventions based on students’ instructional needs based on data for students below grade level, in grades K-2. Students below grade level, in grades K-2, will demonstrate growth in foundational reading skills, CCSS RF1-3, by targeted instructional intervention.

Activities <i>What evidenced-based practice(s) will you implement and at or with whom is this activity aimed in order to achieve this goal?</i>	Timeframe <i>What is the projected length of time of the activity? When or how often will progress be monitored or data reviewed?</i>	Lead <i>Who will be responsible for implementing, measuring, and adjusting the activity? Who else will be involved?</i>	Resources <i>What resources will be needed (for example, professional development, extended time, curriculum, materials, etc.)?</i>	Measures <i>What short- and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMARTIE Goal?</i>
(1) Teachers will consistently use F&P and recommended resources. (2) Teachers will use baseline foundational assessments to determine students’ performance level, instructional needs, and growth. (3) Teachers will align formative and summative assessments and calibrate grading across grade-level. (4) Teachers will adjust instruction based on data for students utilizing fluid small group/ one-on-one	The projected length of time is all year Progress will be monitored via formative data, common formative/summative assessments, and STAR 6 times at PLCs	K-2 general education teachers, LAP staff, and MLL staff will implement, monitor, and adjust instruction, with administration support.	<ul style="list-style-type: none"> • CCSS • Curriculum • Curriculum maps • PLC time • STAR • BAS • Lexia • ESGI • Core 5 & U-Fli materials and assessments • Sound spelling cards & sound wall • Professional Development as needed 	For short term <ul style="list-style-type: none"> • STAR data, 6x • Formative data • Common teacher assessment, pre/post For long term <ul style="list-style-type: none"> • Spring STAR, October compared to May • Spring Lexia, October compared to May • ESGI, October compared to May • Common teacher assessment, pre/post

instruction for remediation.				
------------------------------	--	--	--	--

Academic Math Goal: 33% of all sixth graders were on or above grade level last year on the Math SBA and STAR math data taken in September 2023 showed 3% of general education sixth graders on or above grade level for 6.NS.2 and 0% of general education sixth graders on or above grade level for 6.NS.3. Therefore, sixth-grade general education teachers will focus on CCSS 6.NS.2: Fluently divide multi-digit numbers using the standard algorithm and CCSS 6.NS.3: Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation. Spring, 2024, STAR math data and this year’s SBA will show clear evidence of growth for most sixth-grade general education students.

Activities <i>What evidenced-based practice(s) will you implement and at or with whom is this activity aimed in order to achieve this goal?</i>	Timeframe <i>What is the projected length of time of the activity? When or how often will progress be monitored or data reviewed?</i>	Lead <i>Who will be responsible for implementing, measuring, and adjusting the activity? Who else will be involved?</i>	Resources <i>What resources will be needed (for example, professional development, extended time, curriculum, materials, etc.)?</i>	Measures <i>What short- and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMARTIE Goal?</i>
(1) Teachers will provide, implement, and go over specific learning instructional outcomes and success criteria with students so they know their objective and pathway.	The projected length of time is all year Progress will be monitored via formative data, common	Sixth grade general education teachers will implement, monitor, and adjust for each ELA and math unit, with administration support.	<ul style="list-style-type: none"> • CCSS • Curriculum • Curriculum maps • PLC time • STAR • SBA • Professional Development as needed 	For short term <ul style="list-style-type: none"> • STAR data, 6x • Unit 2 two quizzes and post assessment in Big Ideas For long term <ul style="list-style-type: none"> • Spring STAR, September compared to May • Spring SBA data
(2) Teachers will utilize and teach units 1, 2, & 6 from Big Ideas curriculum, and supplement with instruction/assessment on the standard algorithm.	formative/summative assessments, and STAR 6 times at PLCs			
(3) Teachers will align formative and summative assessments and calibrate grading for Big Ideas unit 2, as well as any common				

teacher assessments, CCSS 6.NS.2 & 3.				<ul style="list-style-type: none"> Common teacher assessment, pre/post
(4) Teachers will adjust instruction based on data for students utilizing small group/ one-on-one for remediation.				

Instruction Specific Goal #1: Teachers will plan and align an instructional pathway with clear and specific learning instructional outcomes and success criteria based on their analysis of the CCSS. They will determine why the learning is relevant to their students and how it is situated within the broader purposes, (1c). They will then clearly communicate the instructional outcomes and success criteria to students, including the purpose of learning and why the learning is meaningful and relevant (3a). If 100% of teachers achieve this instructional goal as proficient or distinguished by June 2024, based on Danielson Criterion 1c & 3a, students are more likely to master the instructional outcomes.

Activities <i>What evidenced-based practice(s) will you implement and at or with whom is this activity aimed in order to achieve this goal?</i>	Timeframe <i>What is the projected length of time of the activity? When or how often will progress be monitored or data reviewed?</i>	Lead <i>Who will be responsible for implementing, measuring, and adjusting the activity? Who will be involved?</i>	Resources <i>What resources will be needed (for example, professional development, extended time, curriculum, materials, etc.)?</i>	Measures <i>What short- and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMARTIE Goal?</i>
<p>(1) Teachers will analyze the CCSS for ELA and math units within their PLCs, to determine rigorous, relevant, and appropriate common learning objectives and success criteria, (alignment to standards), (1c).</p> <p>(2) Teachers will clearly communicate the instructional purpose of the lesson, including where it is situated within broader learning (3a) in</p>	<p>The projected length of time is all year for each ELA and math unit, lesson by lesson.</p> <p>Progress will be monitored at PLCs at the beginning of each ELA and math unit.</p>	<p>Teachers will implement, monitor, and adjust for each ELA and math unit, with administration support.</p>	<ul style="list-style-type: none"> CCSS Curriculum Curriculum maps PLC time Danielson Framework (2022) Professional Development as needed 	<p>Data can include:</p> <ul style="list-style-type: none"> Lesson plans PLC agendas/notes Walk through and/or observation notes may include: <ul style="list-style-type: none"> ➤ Student is able to state the learning objective/success criteria ➤ Student is able to state why learning objective is relevant to them

multiple ways (visual, verbal) so that students can understand the objectives and success criteria of the lesson.	Progress will be monitored at the end of each ELA and math unit.			➤ Student is able to say where they are in relationship to the learning objective via the success criteria
---	--	--	--	--

Instruction Specific Goal #2: Teachers will align and implement instructional outcomes and success criteria across the grade level, planning as a PLC. {4d: Teacher’s relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry.} If 100% of teachers achieve this instructional goal as proficient or distinguished by June 2024, based on Danielson Criterion 4d, teachers will have clarity of purpose and students are more likely to master the instructional outcomes.

Activities	Timeframe	Lead	Resources	Measures
<i>What evidenced-based practice(s) will you implement and at or with whom is this activity aimed in order to achieve this goal?</i>	<i>What is the projected length of time of the activity? When or how often will progress be monitored or data reviewed?</i>	<i>Who will be responsible for implementing, measuring, and adjusting the activity? Who else will be involved?</i>	<i>What resources will be needed (for example, professional development, extended time, curriculum, materials, etc.)?</i>	<i>What short- and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMARTIE Goal?</i>
(1) Teachers will meet with their teams around the DuFour questions. With emphasis around aligning objectives and success criteria across like-grades and subjects, (4d).	All year— teachers will meet weekly in their PLCs	Teachers will meet with their teams, record their minutes that are shared with administration on SharePoint	<ul style="list-style-type: none"> • PD around PLC (admin-led professional Fridays built around training for PLCs and giving time for staff to have structured PLC time) • CCSS • Reading curriculum maps 	<ul style="list-style-type: none"> • Weekly PLC notes • Observations of PLCs • Aligned objectives and success criteria across the classrooms (observable by students and other staff)