



Vision:

SSD is a place of high expectations with support for all students to learn so they can maximize their potential. Through equitable and effective teaching practices, we create a place where we recognize the differences in how our students learn, we believe all students can learn, and we have systems in place to respond to each and every student’s learning needs.

Mission:

SSD Academic mission is to ensure that all students receive the time and support needed to access and surpass essential grade level learning by experiencing equitable and effective teaching practices embedded throughout a multi-tiered system of support.

Equity Statement:

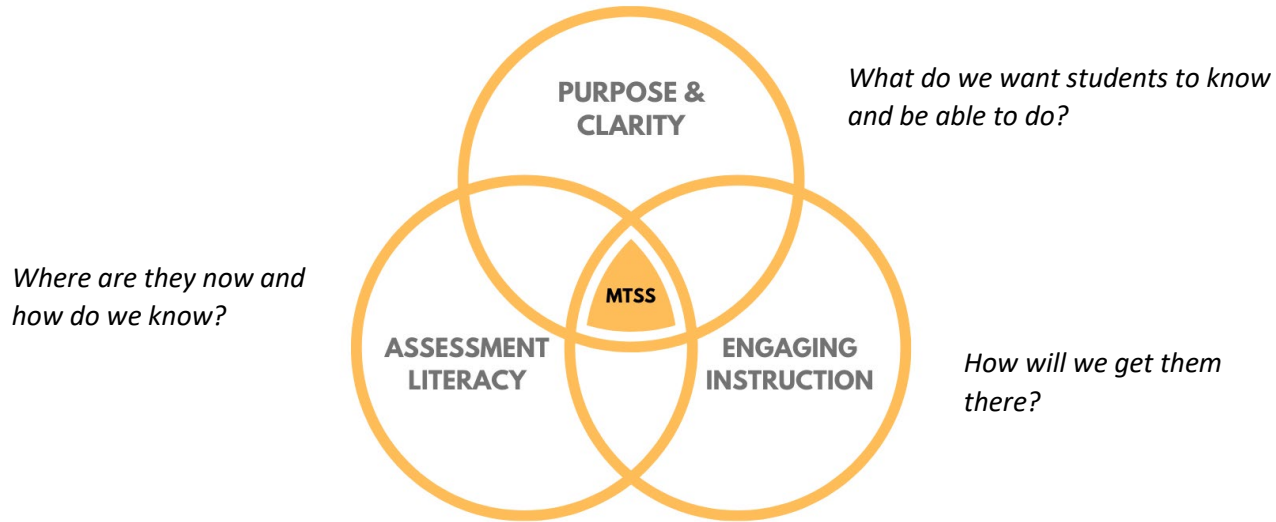
Equity and inclusion centers on access to relevant and challenging academic experiences while establishing and maintaining safe, welcoming, and an inclusive environment for each learner.

Seattle Hill Elementary School



22-23 School Improvement Plan

District Academic Framework



Priority SMARTIE Goals

Academic Goals:

- **Literacy** - Students will demonstrate an increase in reading comprehension around point of view and main purpose, Common Core State Standards (CCSS) *Craft & Structure* (RL & RI .6).
- **Math** - Students will increase their ability to *Attend to Precision*, Mathematical Practice Standard 6.

Building Specific Goals:

- Increase students' *Sense of Belonging* at Seattle Hill Elementary with a focus on grades 3-6.
- Seattle Hill students will learn about, celebrate and honor differences and cultural backgrounds to become more understanding and inclusive.

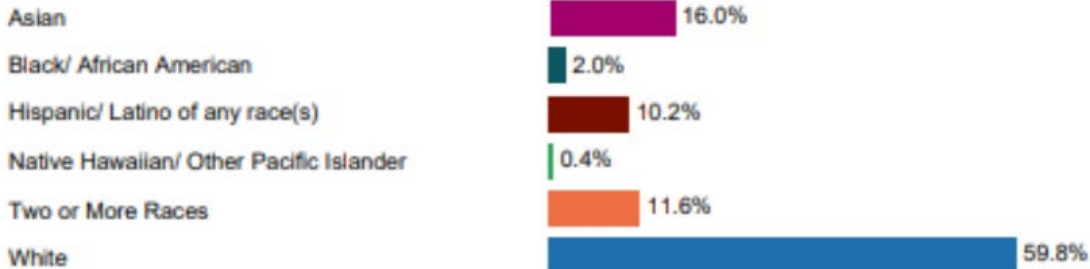
Seattle Hill Demographics

550

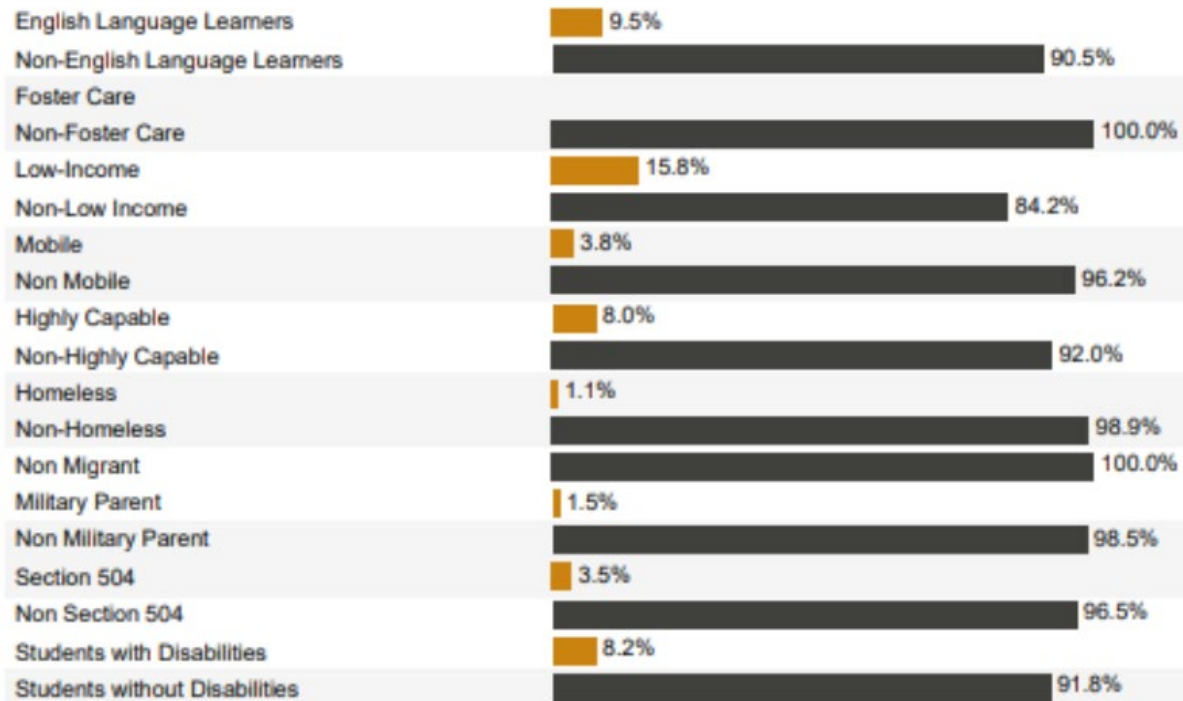
Gender



Race/Ethnicity



Program and Characteristic



Seattle Hill DATA

Spring 2021

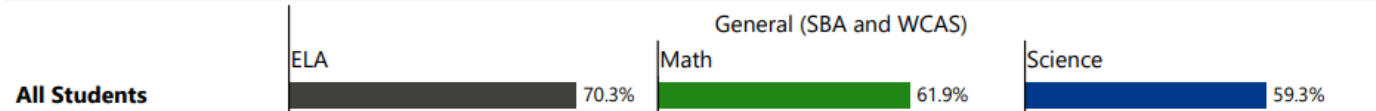
Seattle Hill Elementary 2021-22

Smarter Balanced Assessments (**SBA**): grades 3–8 and 10

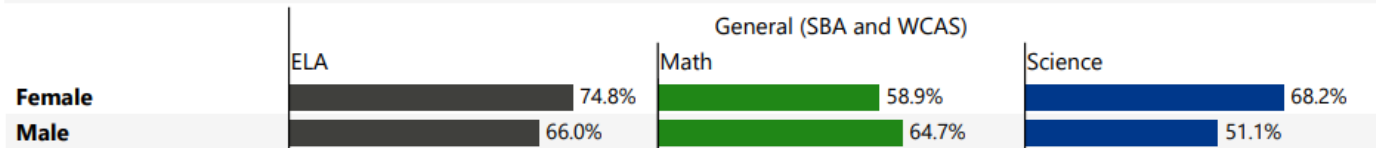
Washington Comprehensive Assessment of Science (**WCAS**): grades 5, 8, and 11

Washington - Access to Instruction and Measurement (**WA-AIM**): for students in grades 3–11 with significant cognitive disabilities

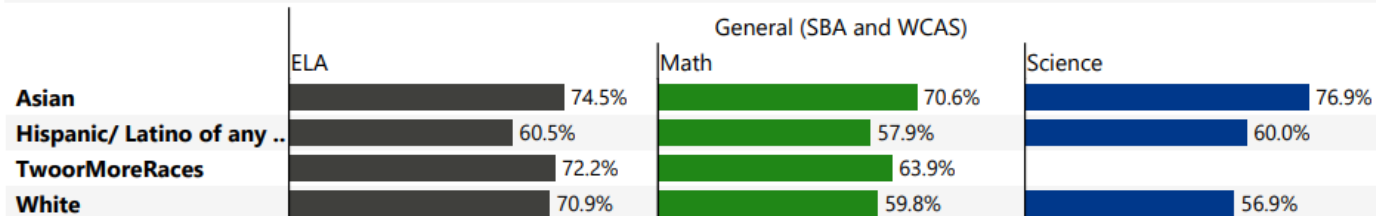
All Students



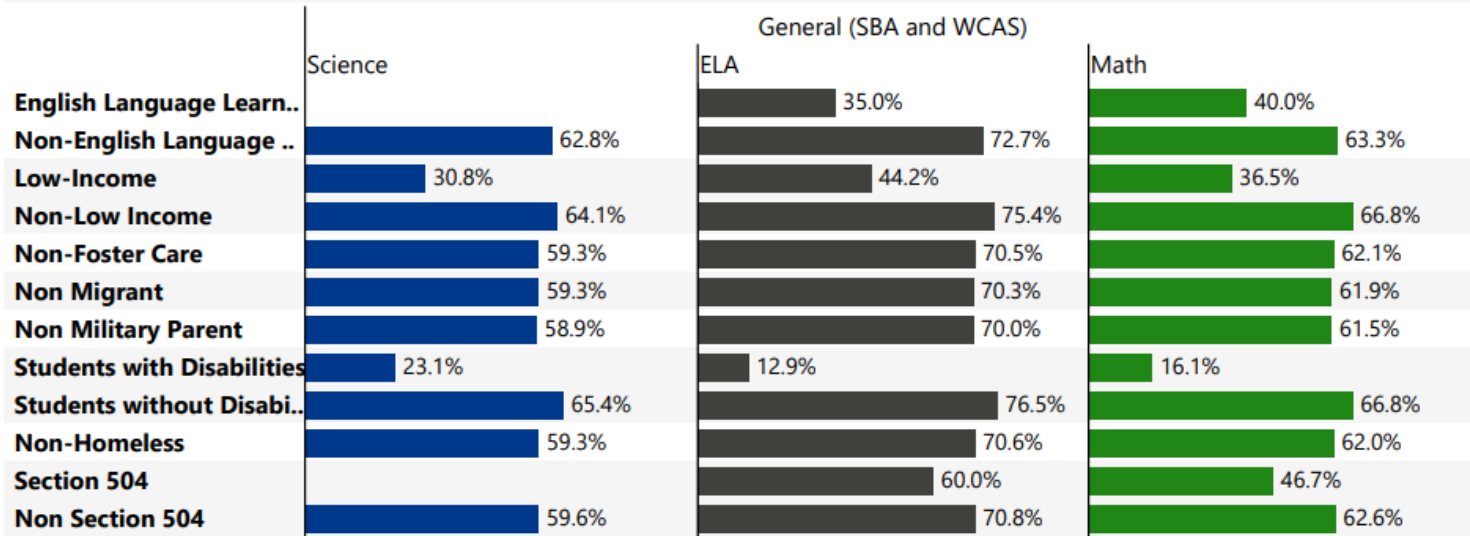
Gender



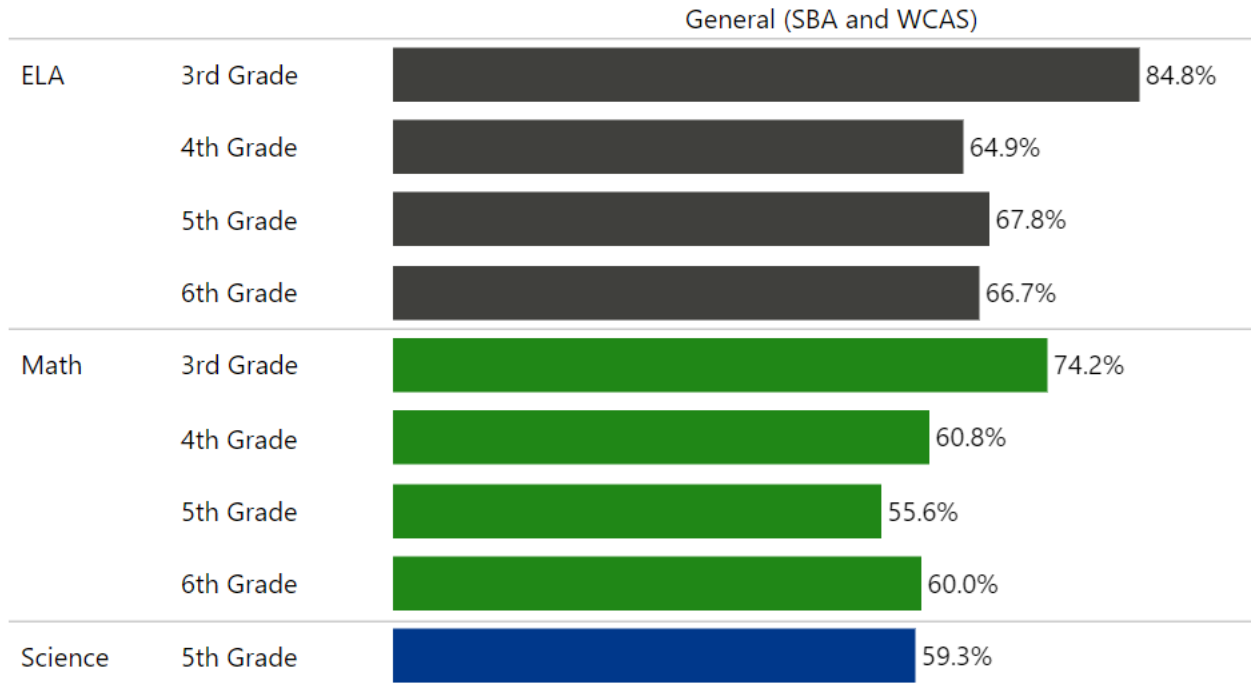
Ethnicity



Programs and Characteristics



What percent of students met grade level standards?



Seattle Hill Elementary

2017-2019

Overall Framework Score by Student Group



Seattle Hill 22-23 Goals, Action Steps and Strategies

Academic Literacy Goal: Students will demonstrate an increase in reading comprehension around point of view and main purpose, *CCSS Craft & Structure* (RL & RI .6).

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>
During planning teachers will determine learning outcomes based on reading standards.	October 2022 to June 2023	Administration, Classroom Teachers, Support Staff: MLL, LAP, SpEd, Counselor, Paraeducators	F&P Curriculum Professional development materials & agendas Lesson plans Professional Learning Community (PLC) notes	Building walk through data (outcomes posted, referred to, students know where the outcomes are posted and/or can relay them)
During planning teachers will determine success criteria based on reading standards.	October 2022 to June 2023	Administration, Classroom Teachers, Support Staff: MLL, LAP, SpEd, Counselor, Paraeducators	F&P Curriculum Professional development materials and agendas Lesson plans PLC notes	Building walk through data (students know the criteria & can state where they are in relationship to the outcome)
Staff will consistently collaborate utilizing data to align	October 2022 to June 2023	Administration	Meeting times Email	PLC notes

instructional practices and resources for students below standard		Classroom Teachers, Support Staff: MLL, LAP, SpEd, Counselor, Paraeducators	Student data	
Teachers will analyze BAS & STAR data in the area of comprehension to inform instruction and show growth for students K-6.	October 2022 to June 2023	Administration, Classroom Teachers, Support Staff: MLL, LAP, SpEd, Counselor, Paraeducators	STAR – State Standards Class Mastery Report BAS Running Records	STAR data for RL & RI.6, Craft & Structure BAS

Academic Math Goal: Students will increase their ability to *Attend to Precision*, Mathematical Practice Standard 6.

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>
During planning teachers will determine learning outcomes based on math standards utilizing precise mathematical language, K-6	October 2022 to June 2023	Administration, Classroom Teachers, Support Staff: MLL, SpEd,	Bridges & Big Ideas, Math Expressions Curricula Professional development materials & agendas	Building walk through data (outcomes posted, referred to, students know where the outcomes are

		Counselor, Paraeducators	Lesson plans PLC notes	posted and/or can relay them)
During planning teachers will determine success criteria based on math standards utilizing precise mathematical language, K-6	October 2022 to June 2023	Administration, Classroom Teachers, Support Staff: MLL, SpEd, Counselor, Paraeducators	Bridges & Big Ideas Curricula Professional development materials Anchor charts (e.g., Did you show your work? Did you follow all the steps? Did you double check your answer?) Lesson plans PLC notes Professional development materials & agendas	Building walk through data (students know the criteria & can state where they are in relationship to the outcome)
Staff will consistently collaborate utilizing student data to align instructional practices and resources for students below standard, K-6	October 2022 to June 2023	Administration Classroom Teachers, Support Staff: MLL, SpEd, Counselor, Paraeducators	Meeting times Email PLC notes Data	PLC notes
Teachers will analyze data to show overall student growth for students, K-6	October 2022 to June 2023	Administration, Classroom Teachers, Support Staff: MLL, SpEd, Counselor, Paraeducators	STAR Curricula Bridges & Big Ideas Interim Block Assessments, grades 3-6	<ul style="list-style-type: none"> • STAR • Common curriculum assessments • Interim Block Assessments, grades 3-6

Students will utilize self-reflection forms on common unit assessments, 1-6	October 2022 to June 2023	Administrators, Classroom Teachers	Reflection forms (I missed this problem because: (1) I don't understand the concept/skill. (2) I made a silly mistake. (3) I misread the problem. (4) Other, explain...	Reflection forms will show a decrease in "careless mistakes" over time.
Students will utilize mathematical language, K-6	October 2022 to June 2023	Administration, Classroom Teachers MLL Staff	Anecdotal notes Oxford Picture Dictionary for math content PD on MLL strategies	Anecdotal notes from teachers Building walk through data of strategies that staff use to support MLL students' ability to make meaning of math vocabulary (graphic organizers, visuals, TPRs, pictorials and/or any GLAD strategies) Newcomer vocabulary data (from MLL staff)

Building Specific Goal #1: Increase students' *Sense of Belonging* at Seattle Hill Elementary with a focus on grades 3-6.

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>

<p>Utilizing the Panorama Playbook activities staff will increase students' sense of belonging at Seattle Hill with a focus on students in grades 3-6.</p>	<p>June 2022 through June 2023</p> <p>Panorama data 2x for 3rd grade; October 2022 June 2023</p> <p>3x for grades 4 – 6; June 2022 October 2022 June 2023</p>	<p>Administration, Building Leadership Team & Classroom Teachers</p>	<p>Panorama data Panorama Playbook activities</p> <ul style="list-style-type: none"> • About Me Poem • Where am I from Poem • Notice-Think-Feel-Do • Dialogue Circles • Relationship Mapping • Good News • Personal Idea Wheel 	<p>Spring 2022 “Sense of Belonging” Panorama data shows favorable student responses for last year’s 3rd/4th/5th / this year’s 4th/5th/6th as 69%</p> <p>Fall 2022 “Sense of Belonging” Panorama data & Spring 2023 “Sense of Belonging” Panorama data shows favorable student responses for this year’s 3rd – 6th grades</p>
<p>Utilizing Morning Announcements to increase sense of belonging, all grades.</p>	<p>June 2022 through June 2023</p>	<p>Morning Announcement Team</p>	<p>We Video Weekly Video Assignment Schedule</p>	<p>We Video survey given to student participants & viewers on sense of belonging</p>
<p>Teach and utilize Second Step Unit 3- Empathy to increase sense of belonging, all grades.</p>	<p>June 2022 through June 2023</p>	<p>Administration, Building Leadership Team, Classroom Teachers, & Counselor</p>	<p>Second Step Curriculum</p> <p>Survey showing teachers taught Unit 3 of Second Step conducted by Counselor in May 2023</p>	<p>Staff anecdotal evidence</p>

Building Specific Goal #2: Seattle Hill students will learn about, celebrate and honor differences and cultural backgrounds to become more understanding and inclusive.

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>
Introduction to and utilize at least one grade-level lesson from <i>Since Time Immemorial</i> curriculum in grades K-6	October 2022 To June 2023	Administration and Classroom Teachers	Since Time Immemorial Curriculum	Student exit slip or KWL chart: <ul style="list-style-type: none"> • What is one thing you learned about? • Did it help you become more understanding and inclusive of others?
Utilize Morning Announcements weekly to learn about, celebrate & honor differences & cultural backgrounds, all grades	October 2022 to June 2023	Administration, Building Leadership Team, and Classroom Teachers	We Video Weekly Video Assignment Schedule OSPI Website Learning for Justice	Monthly student exit slip or KWL chart: <ul style="list-style-type: none"> • What is one thing you learned about? • Did it help you become more understanding and inclusive?
Staff professional development on cultural competency, diversity, equity & inclusion to	October 2022 to June 2023	Administration & Building Leadership Team	District Equity Trainings OSPI Website	Professional Development Exit Slips:

increase confidence in teaching students K-6				<ul style="list-style-type: none"> Do you feel more prepared to discuss, teach, and support students of different backgrounds?
Counselor groups and individual plans based on student needs, K-6	October 2022 to June 2023	Administration & Classroom Teachers & Counselor	Referrals from staff & students Data	<p>Pre & post data from groups</p> <p>Data on individual student plans</p>