

STANWOOD-CAMANO SCHOOL DISTRICT

Utsalady Elementary School

SCHOOL IMPROVEMENT PLAN

2019 – 2022

Julie Echols

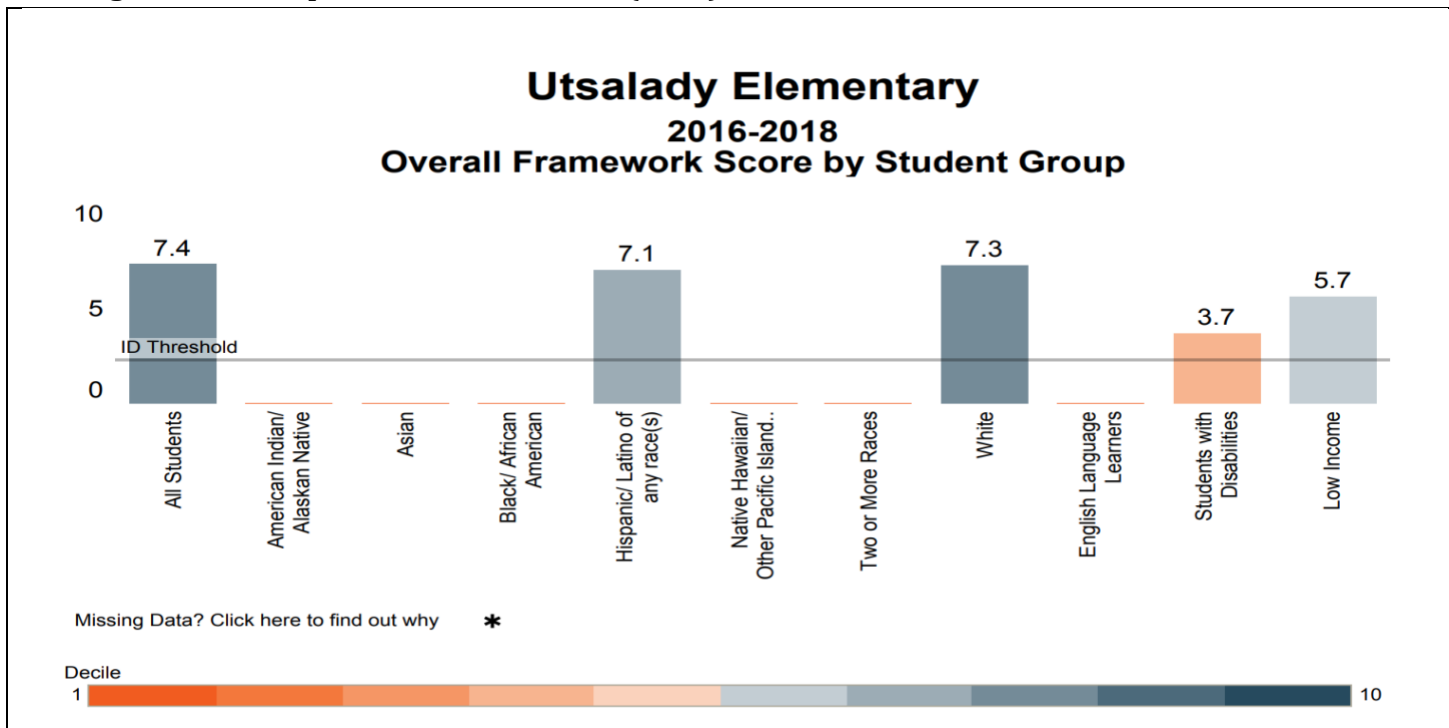
PRINCIPAL



2018-2019 School Demographics

Group	Number of Student	% of Students	Group	Number of Students	% of Students
Enrollment (October)	327	100	Two or More Races	8	2.4
American Indian/Alaskan Native	1	.03	English Language Learners	3	.06
Asian	2	.06	Homeless/McKinney Vento	12	3.7
Black/African American			Low Income	85	26
Hispanic/Latino	20	.6	Section 504	14	4.3
Native Hawaiian/Other Pacific Islander	3	.06	Students with Disabilities	63	19.3
White	293	89.6	Student Mobility	9	2.8

Washington School Improvement Framework (WSIF)



Leadership Team Members

Name	Position
Julie Echols	Principal
Riitta Dunning	2 nd Grade Teacher
Deanna Khoury	PE Teacher
Julie Knight	Reading Specialist
Keri Tedrow	3 rd Grade Teacher

District Collective Commitment Statement:

We, as a community of students, parents, community members at large, and school district educators make a collective commitment to all of Stanwood-Camano's children. We will empower our children to learn who they are and where they fit in the community and the world. We will teach our children to persevere through challenging circumstances to achieve fulfilling, productive lives.

We collectively commit that all children will be safe, cared for, respected and will graduate from school ready for further education, continued learning and careers, which will lead to a lifetime of success. Our children will reflect community values including work ethic, persistence, integrity, fiscal responsibility, creativity, problem solving abilities and a desire to give back to their community. Our children will be prepared for a variety of educational and career options with the ability to create and use new knowledge in a world that does not yet exist.

Mission Statement:

At Utsalady Elementary, we believe...

- Alignment to the Washington State Learning Standards will provide coordinated and focused instruction for all students.
- Teachers trained in and using best practice instruction will promote “...*problem solving, invention, discourse, inquiry, challenge, and achievement by all students.*” (2007, Teacher’s Development Group)
- Collaboration between staff builds teamwork and enables Utsalady Elementary to provide equitable instruction across and between grade levels.
- Providing targeted student interventions allows all students to experience success.
- Supplying opportunities for parent and community involvement enriches the school environment and supports student learning

Vision Statement:

Our theory of action and vision statement: if we the Utsalady Elementary School community, both staff and families, work in a collaborative culture to align materials resources and standards with best instructional practices for students then all students will make high growth in all academic areas. We know all of our students can become active participants in their education and can achieve at high levels in all areas

What were you SIP goals from last year and did you school hit the target? Why or why not:

Goal:

In 2018-2019 60% of third graders will meet standard on the Smarter Balanced Assessment - English Language Arts.
The 2018-2019 fourth graders will improve from 60% to 65% meeting standard on the Smarter Balanced Assessment - English Language Arts.
The 2018-2019 fifth graders will improve from 68% to 75% meeting standard on the Smarter Balanced Assessment - English Language Arts.

In 2018-2019 58% of third graders will meet standard on the Smarter Balanced Assessment - Math.
The 2018-2019 fourth graders will improve from 51%-58% meeting standard on the Smarter Balanced Assessment - Math
The 2018-2019 Fifth graders will improve from 68%-73% meeting standard on the Smarter Balanced Assessment - Math.

Reflection:

The English Language Arts overall proficiency rate for 2018-2019 was 72%. Over the past 2 years our achievement scores in reading have increased and our school improvement goal in English Language Arts was met.

The Math overall proficiency rate for 2018-2019 was 58%. Over the past 2 years our achievement scores in math have varied across grade levels. In 2018-2019 60% of third graders met standard, thus exceeding the grade level school improvement goal by 2%. In 2018-2019 64% of fourth students met standard, thus exceeding the goal by 13%. We did not meet the fifth grade target in math of 68%.

Why or Why not:

During the 2018-2019 school year teachers implemented a writing tool and graphic organizer called Four Blocks Writing. Teachers utilized this tool to support and scaffold student success in writing. Teams worked together in professional learning communities to deepen understanding of writing standards and strategies. In addition to common structures for writing, we utilized our intervention team to identify appropriate interventions for students that struggle in academic and social areas.

During the 2018-2019 school year teachers also implemented a new math curriculum along with an academic recovery program for math. Teachers followed the math curriculum and pacing guide for math. Teachers also engaged in academic recovery program that provided 1:1 support for individuals using flash cards for fluency. Though the structure was in place to support students with fact fluency it did not seem to impact student achievement scores. A possible cause for this discrepancy is a lack of alignment between the intervention and what is being assessed on the Smarter Balanced Assessment.

Needs Assessment**1. What are the data points you are using to complete your needs assessment?**

- Washington School Improvement Framework
- WaKIDS
- Smarter Balanced Assessment/Interim Assessment Blocks
- Progress Monitoring Data
- Curriculum Based Assessments
- English Language Proficiency Data
- Special Education Eligibility/Disproportionality Data
- School Climate data

2. Needs Assessment Narrative:

Beginning in August of 2019 the building leadership team reviewed a variety of data in preparation for the 2019-2020 school year. In January the whole school engaged in a schoolwide data carousel. The student learning data included Smarter Balanced Assessment data by content area and grade level. This included grade level information for English Language Arts, Mathematics, and Science. The Washington School Improvement Framework was also reviewed. Our building leadership team generated a list of celebrations; we noticed gains in English Language Arts, and the overall trend for reading achievement is strong. We also had several questions about the results such as: why are the students identified as low income not as successful? Why is the attendance rate so low? Are students gone on vacation? What is the impact of homelessness on student achievement?

Then in October, grade level teams met to review the fall benchmark data for oral reading fluency. The goal was to identify students that needed additional intervention in English Language Arts. Fourth and Fifth grade levels were able to access spring Smarter Balanced Assessment scores and make comparisons to fall scores.

What are your school's areas of strength?

During the data carousel teachers worked in teams to generate the following statements and strengths. As a whole school we met our English Language Arts target. Our third and fourth grade students met the math target. We were within or above the target percentages for English Language Arts academic goals. We were above target percentages for Math academic goals in third and fourth grade. Our fifth grade scores were below the goals set.

Teachers also stated that we hear from middle school teachers that our students are coming in well prepared and are able to engage in math in real world situations not just what is on paper or on the assessment. Our formative data throughout all grades gives a clearer picture of where the kids are at, compared to the Smarter Balanced Assessment results.

Our school culture is strong. During field trips for example, our students are always complemented for their respect and we have a reputation for being polite. We pride ourselves in the life strategies first, followed with test strategies, for real world situations. We are also known as a welcoming school. Guest teachers like coming to Utsalady. Families with new students talk about how welcoming our staff and students are, a real sense of community.

Additionally, teachers stated that we do have support services in place like Learning Lab and Learning Assistance Program to help with English Language Arts. We did institute grade level homework again and it show in our English Language Arts scores. In the past we did have Academic Recovery for students in math. We have PAX for a common vocabulary and actions to support social emotional learning for all students.

3. What are your school's areas of needed growth?

A deeper look at the target areas for English Language Arts indicate reading and writing are areas of growth. Specific areas in reading include understanding text features, reading informational texts, and analysis within and across texts. Writing continues to be an area of needed growth. The specific areas noted in the targets include composing full texts, informational writing and revision and editing.

In mathematics, the claim data indicate a need for growth in problem solving, modeling and data analysis. Grade level targets for math vary due to the content, thus an overall focus on the concepts and problem solving for each grade level.

4. Based on your analysis, what specific areas of needed growth will your school focus? What is your rationale for this focus; why these above others? What has your improvement work identified as potential root causes, (what is happening or not happening in your school?)

We are currently working on aligning our curriculum resources using the updated instructional materials for Journeys. Emphasis has been on using the tools to link reading, writing, speaking and listening and language. Core instruction is focused on academic vocabulary, text-features, and strategies to increase comprehension.

Our professional learning days focus on best practices in reading and writing. Spring of 2019 instructional strategies focused on structures for informational writing. As a school we will continue to emphasize implementing reading interventions using data. Quarterly data meetings will continue throughout the year. These meetings are lead by the building principal and our Learning Assistance Program teacher. We hypothesize the possible causes for deficits in writing include lack of curriculum materials for writing instruction.

In math we hypothesize that our math achievement scores are such because our materials are not in alignment in the area of problem solving. We are currently using Reflex Math to focus on computational fluency. Teachers are including math homework into daily and weekly practice. Our professional learning will include increasing student learning in math through problem solving and modeling.

District:

Student Outcomes and Goals:

(G1): Ninety percent of students meeting standard on the Smarter Balanced Assessment (SBA) for all and every subgroup by 2027.

(G2): Fifty-five percent of students meeting standard for all and every subgroup for median student growth by 2027.

(G3): Ninety percent of all students and every subgroup will meet attendance standards by 2027.

(G4): Ninety five percent participation rate on state assessments.

(G5): Ninety percent of all students and all subgroups meeting 9th grade on track for graduation by 2027.

(G6): Ninety percent of all students and all subgroups graduating in four years by 2027.

(G7): Sixty percent of students meeting standard for all and every subgroup for Dual Credit Enrollment.

(G8): Seventy Seven percent of EL students making annual progress by 2027.

Identify 3-5 high leverage action steps for each goal:

Goal: *Ninety percent of students meeting standard on the Smarter Balanced Assessment (SBA) for all and every subgroup by 2027.*

By June 2020, 76% of our students will meet or exceed the standard in English/Language Arts as measured by the Smarter Balanced Assessment.
By June 2020, 65% of our students will meet or exceed the standard in Math as measured by the Smarter Balanced Assessment.

Action Plan

Action	Timeline	Leads	Resources
Continued focus on English Language Arts Focus on grade level standards Implementation of core materials K-5 Journeys Implementation of reading data meetings and reading interventions	2019-2020	All Staff	Journey's updated and revised materials Learning Assistance Program Professional learning Wednesday Technology Resources School Wide Learning Walks
Continued focus on Mathematics Focus on grade level standards Focus on implementation of Problem solving structures	2019-2020	All Staff	Math Expressions materials Grade level focus maps Professional learning Wednesday Technology Resources (Reflex Math)

			Small group math instruction
Focus on standards alignment and assessments Use of Interim Assessment Blocks Training teachers to use Interim Assessment Blocks and data review	2019-2020	Grades 3-5	Interim Assessment Blocks Professional Development Wednesday Grade level standards Online portal
Instructional learning walks Reading and Math observations to determine common practices and levels of student engagement	2019-2020	All Staff	Professional Development Funds Walk Through Tools
Parent and Family Reading and Math Education Learning Assistance Program meetings Learning Assistance Program resources and support literature	2019-2020	All Staff	Strategies for promoting reading instruction Shared meetings with families in the Learning Assistance Program Booster Club Communication

Goals: *Fifty-five percent of students meeting standard for all and every subgroup for median student growth by 2027.*

Demographic sub groups are currently meeting the standard of 55% median growth in ELA: White – 61%, Female- 59%, Male- 64%. Demographic sub groups are currently meeting the demographic standard of 55% median growth in Math: White – 66%, Female - 61%, Male - 67%.

The Students with Disabilities and Low Income Students are the subgroups of focus for Utsalady. By June 2020, 55% of our Low Income and Students with Disabilities will meet standard in English Language Arts and Math. By June

2020, our Low Income and Students with disabilities will meet 66% student growth in English Language Arts and Math.

Action Plan

Action	Timeline	Leads	Resources
Quarterly reading benchmark meetings for grade levels.	2019-2020	All Staff Special Education Teacher Learning Assistance Program Teacher Principal Grade Level Teams	AIMS-web Reading Resources for interventions Para-educator support time for individual students Parent Resources
Intervention team meetings Strategies Ongoing Monitoring Target Groups	2019-2020	Special Education Teacher Learning Assistance Program Teacher Principal Grade Level Teams	AIMS-Web Small group instruction Grade Level Meetings Professional Development Wednesday Para-Educator support
Training on Multi- Tiered Student Support Structures Use new learning to create a school-wide plan for student interventions	2019-2020- 2020-2021	Special Education Teacher Learning Assistance Program Teacher Principal Grade Level Teams	OSPI Training Leadership Team Meetings Grade Level Meetings Professional Development Wednesday

Goal: *Ninety percent of all students and every subgroup will meet attendance standards by 2027.*

By June 2020, 90% of all students will meet attendance standards. Based on our current data we will focus on kindergarten and third grade students.

Action Plan

Action	Timeline	Leads	Resources
Regular communication to families on the importance of daily attendance.	2019-2020	All staff	Eagle News Teacher newsletters Robo calls
Monthly attendance meetings with families.	2019-2020	Principal Office Staff	Family Resource Advocate School Counselor District policies

Goal: *Ninety five percent participation rate on state assessments.*

By June 2020, 95% of third, fourth, and fifth grade students will participate in the Smarter Balanced assessment.

Action Plan

Action	Timeline	Leads	Resources
Communicate with all families the purpose for assessment and the share the Smarter Balanced Assessment calendar Use our monthly newsletter and staff newsletters to promote the possible benefits of taking the assessment	Spring 2020	Principal All Staff Assessment Coordinator Learning Assistance Program Teacher Assessment Coordinator	Parent resources from the Office of the Superintendent of Public Instruction Support documents from Stanwood Camano School District

Contact individual families who are planning to opt out	Spring 2020	Principal All Staff Assessment Coordinator Learning Assistance Program Teacher Assessment Coordinator	Parent resources from the Office of the Superintendent of Public Instruction Support documents from Stanwood Camano School District
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Plan for Year 2&3

Please explain the key improvement actions planned for the subsequent years of this plan- High level explanation of what you anticipate doing as part of continuous improvement.

2020-2021:

In the fall of 2020, all staff will conduct a data carousel to review data in English/Language Arts, Math, and Attendance. Depending on the outcome of our spring 2020 Smarter Balanced Assessment in grades 3-5, review of AIMSWEB benchmark data for grades K-5. We will work with the building leadership team to determine next steps for math professional learning. Once we've decided what assessment tools to use for math, we will add math to our data meetings. Professional learning outcomes will be determined based on the data gathered from walk-throughs in 2019-2020. The goal is to create a list of common practices for reading and math. As a leadership team we will work together to draft a Multi-Tiered System of Supports.

2021-2022:

In the fall of 2021, all staff will conduct a data carousel to review data in English/Language Arts, Math, and Attendance. Depending on the outcome of our spring 2021 Smarter Balanced Assessment in grades 3-5, review of AIMSWEB benchmark data for grades K-5. We will work with the building leadership team to determine next steps for math professional learning. Once we've decided what assessment tools to use for math, we will add math to our data meetings. Professional learning outcomes will be determined based on the data gathered from walk-throughs in 2019-2020. The goal is to create a list of common practices for reading and math. We will continue to refine and implement the Multi-Tiered System of Supports.

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