



2018-19 School Improvement & Title 1 Plan

Emerson Elementary School
Dawn Weddle, Principal

READING ACTION PLAN				Key Performance Outcome:							
2017-18 SBA Results				The target for the 2018-19 school year is 100% of students meeting standard on the Smarter Balanced Assessment (SBA) in English Language Arts (ELA).							
Grade 3				Grade 4				Grade 5			
Overall: 51.3%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 53.9%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 51%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	21.5	53.3	25.2	Reading	24.8	52.2	23.0	Reading	29.0	49.0	22.0
Listening and Speaking	12.1	67.3	20.6	Listening and Speaking	15.0	65.5	19.5	Listening and Speaking	19.0	59.0	22.0
Writing	32.7	45.8	21.5	Writing	26.5	50.4	23.0	Writing	20.0	49.0	31.0
Research/Inquiry	18.7	50.5	30.8	Research/Inquiry	21.2	58.4	20.4	Research/Inquiry	20.0	48.0	32.0

Strategic Plan Reference	Reading Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measure of student learning that would predict strand level proficiency performance on the SBA?
TL 1.1 TL 1.2 TL 1.3	<ul style="list-style-type: none"> Implement Reach for Reading curriculum including shared, guided, and independent reading Use the Reach for Reading backward template to plan shared reading lessons and guided reading Track Reach for Reading test scores in grades 3-5, through the LMS gradebook to identify learning gaps 	<ul style="list-style-type: none"> End of Unit Reach assessments DRA (K-2) and iReady (1-5) SBA Data
TL 1.2	<ul style="list-style-type: none"> Collaboratively plan and implement student discourse strategies that promote student-centered literacy instruction leading to a balanced literacy model Collaboratively plan to provide clarity of learning targets and success criteria Track reading Tier 3 student progress in grades K-3, to identify and pull in small groups 	<ul style="list-style-type: none"> Student Discourse Rubric End of Unit Reach assessments iReady assessments Principal Learning Target Survey KARK assessments

Strategic Plan Reference	Reading Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measure of student learning that would predict strand level proficiency performance on the SBA?
TL 1.1	<ul style="list-style-type: none"> Implement extended day reading instruction in grades 1-5, in six-week sections for intervention with cusp students 	<ul style="list-style-type: none"> Reach assessments DRA assessments Common writing samples
TL 1.3	<ul style="list-style-type: none"> Administer, score, and analyze iReady and Reach Assessments at grades 1-5, to measure student learning checkpoints throughout the year 	<ul style="list-style-type: none"> iReady data Reach assessments Interim assessments for grades 3-5

WRITING ACTION PLAN

Key Performance Outcome:

2017-18 SBA Results

The target for the 2018-19 school year is 100% of students meeting standard on the Smarter Balanced Assessment (SBA) in English Language Arts (ELA).

Grade 3				Grade 4				Grade 5			
Overall: 51.3%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 53.9%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 51%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Reading	21.5	53.3	25.2	Reading	24.8	52.2	23.0	Reading	29.0	49.0	22.0
Listening and Speaking	12.1	67.3	20.6	Listening and Speaking	15.0	65.5	19.5	Listening and Speaking	19.0	59.0	22.0
Writing	32.7	45.8	21.5	Writing	26.5	50.4	23.0	Writing	20.0	49.0	31.0
Research/Inquiry	18.7	50.5	30.8	Research/Inquiry	21.2	58.4	20.4	Research/Inquiry	20.0	48.0	32.0

Strategic Plan Reference	Writing Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measure of student learning that would predict strand level proficiency performance on the SBA?
TL 1.2 TL 1.3	<ul style="list-style-type: none"> Implement common writing assessments at each grade level for each writing type and calibrate scoring of writing 	<ul style="list-style-type: none"> Building Foundations that Last (K-2) Common writing assessments scored with SBA-aligned district rubric (3-5)
TL 1.2	<ul style="list-style-type: none"> Increase teacher clarity by using backwards design to collaboratively plan learning targets and success criteria aligned with Reach for Reading and Building Foundations that Last assessments 	<ul style="list-style-type: none"> Reach for Reading assessments Building Foundations that Last (K-2) Common writing assessments scored with SBA-aligned district rubric (3-5)
TL 1.3	<ul style="list-style-type: none"> Implement Building Foundations that Last and Reach for Reading to meet the ELA SBA expectations 	<ul style="list-style-type: none"> Power writes Reach for Reading assessments
TL 1.3	<ul style="list-style-type: none"> Implement a school wide writing focus each month using the book <i>Writing Strategies</i> by Jennifer Serravallo 	<ul style="list-style-type: none"> Common writing assessments Reach for Reading assessments Building Foundations that Last
TL 1.1	<ul style="list-style-type: none"> Create targeted intervention groups in writing based upon ongoing assessment of student writing achievement 	<ul style="list-style-type: none"> Data from teacher-designed pre and post-tests Interactive writing journals

MATH ACTION PLAN

Key Performance Outcome:

2017-18 SBA Results

The target for the 2018-19 school year is 100% of students meeting standard on the Smarter Balanced Assessment (SBA) in Mathematics.

3rd Grade				4th Grade				5th Grade			
Overall: 53.2%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 37.1%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>	Overall: 36%	<u>Below</u>	<u>At or Near</u>	<u>Above</u>
Concepts and Procedures	26.2	30.8	43.0	Concepts and Procedures	48.7	32.7	18.6	Concepts and Procedures	39.0	32.0	29.0
Problem Solving and Modeling & Data Analysis	22.4	45.8	31.8	Problem Solving and Modeling & Data Analysis	34.5	49.6	15.9	Problem Solving and Modeling & Data Analysis	32.0	50.0	18.0
Communicating Reasoning	17.8	50.5	31.8	Communicating Reasoning	32.7	51.3	15.9	Communicating Reasoning	32.0	49.0	19.0

Strategic Plan Reference	Math Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measure of student learning that would predict strand level proficiency performance on the SBA?
TL 1.2 TL 1.3	<ul style="list-style-type: none"> Administer and analyze iReady assessments twice a year as checkpoints in grades 1-5 	<ul style="list-style-type: none"> iReady assessment data
TL 1.2	<ul style="list-style-type: none"> Collaboratively plan to provide clarity of learning targets and success criteria Track math topic test scores in grades 3-5, through the LMS gradebook to identify learning gaps among student Track math Tier 3 student progress for all grades as item analysis on shared spreadsheets to identify and pull small groups across all grades 	<ul style="list-style-type: none"> Math topic tests Progress monitoring records Topic tests iReady assessments KARK Math interims
TL 1.3	<ul style="list-style-type: none"> Focus on the Standards for Mathematical Practices and use the math calendars for planning lessons 	<ul style="list-style-type: none"> Math topic tests Math exit tickets
TL 1.3	<ul style="list-style-type: none"> Collaboratively plan and implement student discourse strategies that promote student-centered math instruction leading to a balanced math model 	<ul style="list-style-type: none"> Math Talks Counting Collections Student Discourse Rubric
TL 1.1	<ul style="list-style-type: none"> Grades 1-5, will implement after school extended day instruction in six-week sections for intervention with identified students 	<ul style="list-style-type: none"> Math Screener Data with special focus iReady assessment data

SCIENCE ACTION PLAN

Key Performance Outcome:

2017-18 WCAS Results

The target for the 2018-19 school year is 100% of students in grade 5 will meet standard on the Washington Comprehensive Assessment of Science (WCAS).

5th Grade

Overall: 42%	Strand % Perf. Below	Strand % Perf. Similar
Physical Science	58.0	42.0
Life Science	56.0	44.0
Earth and Space Science	57.0	43.0

Strategic Plan Reference	Science Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measure of student learning that would predict strand level proficiency performance on the WCAS?
TL 1.3	<ul style="list-style-type: none"> Implement NGSS in all classes and grade levels through professional development for teachers with a focus on Practices and Cross-Cutting Concepts 	<ul style="list-style-type: none"> District science kit assessments Science journals 5th grade WCAS practice assessments
TL 1.3	<ul style="list-style-type: none"> Implement Emerson STEAM fair as a lead-in to district STEM and Art fair Provide opportunities for students to demonstrate ability to develop answerable questions to investigate through STEM fair research 	<ul style="list-style-type: none"> Pre and post list of questions developed by students
TL 1.3	<ul style="list-style-type: none"> Implement common grade level assessments in science for two of the science kits for the school year Provide 5th graders with WCAS practice 	<ul style="list-style-type: none"> District science kit assessments 5th grade WCAS practice assessments
TL 1.2	<ul style="list-style-type: none"> Collaboratively plan to provide clarity of learning targets and success criteria for the science units 	<ul style="list-style-type: none"> NGSS formative assessments 5th grade WCAS practice assessments Science journals

FAMILY PARTNERSHIPS ACTION PLAN

Key Performance Outcome(s):

The target for the 2018-19 school year is to increase Emerson's Family Partnerships for this school year by at least a 10% increase in family engagement, including attendance/participation rates in each area (Title Night, Coffee with the Principal, Watch D.O.G.S., adult EL classes) and the number of families that our Family Support Specialist serves.

Strategic Plan Reference	Family Partnerships Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What measure will you use to determine the success of your action items?
TL 5.1	<ul style="list-style-type: none"> • Continue "Coffee with the Principal" meetings quarterly to receive feedback from families on school climate, communication, successes, and challenges • Implement "Topics with the Principal" meetings once a month with targeted topics • Plan and implement a Title 1 Information Night 	<ul style="list-style-type: none"> • Increase family attendance at events by 10%
TL 5.1	<ul style="list-style-type: none"> • Increase Watch D.O.G.S. program to facilitate more adult male engagement in the school day 	<ul style="list-style-type: none"> • Increase Watch D.O.G.S in the school by 10%
TL 5.1	<ul style="list-style-type: none"> • Continue partnership with EvCC to provide an after-school EL program for families that includes childcare 	<ul style="list-style-type: none"> • Increase family attendance at EL classes by 10%
TL 5.1	<ul style="list-style-type: none"> • Identify needs of families, connect families with needed resources, and to reach out to families regarding students' attendance, via phone, attendance meetings, and truancy board with assistance from the Family Support Specialist 	<ul style="list-style-type: none"> • Log of families served • KIT documentation • Attendance data

Create a welcoming culture that is physically, emotionally, and intellectually safe and provides equitable and accessible opportunities for all.

Key Performance Outcome(s):

The target for the 2018-19 school year is to increase family engagement by building positive relationships, improving effective communication with all families, and inviting families to participate in school events by at least 10% for this school year compared to the 2017-18 school year using attendance numbers at events, EES and Customer Service Data.

Strategic Plan Reference	Welcoming Culture Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What measure will you use to determine the success of your action items?
TL 5.1	<ul style="list-style-type: none"> Communicate and measure staff customer service throughout the year using a survey instrument for parents and community members to fill out Refine and implement our Emerson Customer Service Plan 	<ul style="list-style-type: none"> Survey results CEE Parent Survey Customer Service Surveys
TL 2.2	<ul style="list-style-type: none"> Communicate frequently via school website, Facebook page, and Blackboard Connect 	<ul style="list-style-type: none"> Website hits Facebook page hits Blackboard connect message volume and variety of communication methods
TL 5.1	<ul style="list-style-type: none"> Implement increased staff participation at PTA evening events for families, including greeting and participation in activities with families Continue and expand our Multi-Cultural Night to highlight and further promote our families and community 	<ul style="list-style-type: none"> Data around the number of staff and family attending events
TL 5.1	<ul style="list-style-type: none"> Monitor facility cleanliness and maintenance to promote a welcoming environment 	<ul style="list-style-type: none"> Monthly walk around identify maintenance issues and issues are submitted into SchoolDude for work

Strategic Plan Reference	Physically, Emotionally, and Intellectually Safe Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What measure will you use to determine the success of your action items?
TL 3.4	<ul style="list-style-type: none"> Implement monthly PBIS team meetings to identify behavior trends and implement targeted school interventions while ensuring that there is no disproportionality among student subgroups 	<ul style="list-style-type: none"> PBIS team meeting agendas SWIS data
TL 3.4	<ul style="list-style-type: none"> Implement Tier 1 PBIS school wide expectations 	<ul style="list-style-type: none"> SWIS data Think sheets and office referrals

Strategic Plan Reference	Physically, Emotionally, and Intellectually Safe Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What measure will you use to determine the success of your action items?
TL 3.4	<ul style="list-style-type: none"> Teach and reinforce common area expectations for behavior for all students 	<ul style="list-style-type: none"> PBIS matrix Posters for schoolwide expectations
TL 3.4	<ul style="list-style-type: none"> Implement professional development for all-staff around PBIS throughout the year 	<ul style="list-style-type: none"> Team meeting agendas Work products from team meetings PBIS updates monthly
TL 3.4	<ul style="list-style-type: none"> Communicate with parents about PBIS at Emerson 	<ul style="list-style-type: none"> Parent nights Newsletters Peach Jar
TL 3.4	<ul style="list-style-type: none"> Develop/increase a sense of belonging for ALL Emerson students 	<ul style="list-style-type: none"> Panorama and CEE data SOAR ticket counts

Strategic Plan Reference	Equitable and Accessible Opportunities Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What measure will you use to determine the success of your action items?
TL 1.4	<ul style="list-style-type: none"> Provide ACES and Trauma Informed Instruction training for our staff 	<ul style="list-style-type: none"> Meeting agendas
TL 5.1	<ul style="list-style-type: none"> Monitor SPED, African American, and EL student progress data for academics, behavior, and attendance. Have special education and EL teachers at data meetings. Common communication with special programs 	<ul style="list-style-type: none"> Attendance data SWIS data Formative/Summative assessment
TL 1.3	<ul style="list-style-type: none"> Monitor equity targets in reading, writing, and math on selected formative assessments, summative assessments, and Interim Block Assessments throughout the year to focus on closing the achievement gap 	<ul style="list-style-type: none"> Data team meeting minutes Unit summative assessment data from gradebook OTG/SEL data meetings and spreadsheets Interim assessment data
TL 1.2	<ul style="list-style-type: none"> Explore the Seven Engagement Factors, as identified in Eric Jensen's book, <i>Engaging Students with Poverty in Mind</i> with a focus on positive relationships 	<ul style="list-style-type: none"> Panorama Survey Data CEE data
TL 1.2	<ul style="list-style-type: none"> Provide professional development for staff centering around culturally relevant pedagogy and EL students using the Zaretta Hammond book, <i>Culturally Responsive Teaching and the Brain</i> 	<ul style="list-style-type: none"> GLAD unit artifacts ELPA21 Teacher survey

ATTENDANCE

Key Performance Outcome(s):

The target for the 2018-19 school year is a 1% increase in student attendance rate when compared to 2017-18.

Strategic Plan Reference	Attendance Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What measure will you use to determine the success of your action items?
TL 1.1	<ul style="list-style-type: none"> Reengage students in transition who have multiple absences 	<ul style="list-style-type: none"> Monthly attendance rates
TL 1.1	<ul style="list-style-type: none"> Revise/refine the implementation of attendance monitoring program for students with five or more absences of any type 	<ul style="list-style-type: none"> Student attendance data Emerson Community Truancy Board
TL 1.1	<ul style="list-style-type: none"> Revise/refine the implementation of attendance incentive programs (popcorn parties, pie the principal, sticker charts, AT Awards) 	<ul style="list-style-type: none"> Student attendance data
TL 1.1	<ul style="list-style-type: none"> Participate in the Improving School Attendance Professional Development opportunity offered through United Way and the Everett School District 	<ul style="list-style-type: none"> Attendance at trainings Action steps completed for improving attendance for our KIT students

INSTRUCTIONAL TECHNOLOGY

Key Performance Outcome(s):

To increase teacher comfort with teacher device, use in preparation for student device use in future instructional years. To increase the use of technology in the classroom that the students use for daily work and assessments.

Strategic Plan Reference	Instructional Technology Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What measure will you use to determine the success of your action items?
TL 1.3	<ul style="list-style-type: none"> Implement teacher tablets and utilize them through professional learning opportunities throughout the school year 	<ul style="list-style-type: none"> LIF and staff meeting agendas
TL 1.3	<ul style="list-style-type: none"> Implement keyboarding practice in grades 3-5 	<ul style="list-style-type: none"> Keyboarding Without Tears
TL 1.3	<ul style="list-style-type: none"> Implement Chromebooks during classroom assessments so students can become familiar with use of the devices 	<ul style="list-style-type: none"> Chromebook calendar Reach for Reading assessments iReady assessments
TL 1.3	<ul style="list-style-type: none"> Implement OneNote notebooks in all grade levels and teams to increase and deepen collaboration 	<ul style="list-style-type: none"> OneNote notebooks

STAKEHOLDERS ENGAGED IN THE PLANNING PROCESS

Name of stakeholder	Stakeholder role (Teacher, counselor, paraprofessional, district content specialist, parent, community members, etc.)	Provided input for which area (reading, math, science, family partnerships, welcoming culture, attendance, instructional technology.)
<ul style="list-style-type: none"> • Dawn Weddle 	<ul style="list-style-type: none"> • Principal 	<ul style="list-style-type: none"> • Reading, math, science, family partnerships, welcoming culture, attendance, instructional technology
<ul style="list-style-type: none"> • Aleta Smoot 	<ul style="list-style-type: none"> • Assistant Principal 	<ul style="list-style-type: none"> • Reading, math, science, family partnerships, welcoming culture, attendance, instructional technology
<ul style="list-style-type: none"> • Laurie Miller 	<ul style="list-style-type: none"> • ELA Coach 	<ul style="list-style-type: none"> • Reading, math, science, family partnerships, welcoming culture, attendance, instructional technology
<ul style="list-style-type: none"> • Colleen Williams 	<ul style="list-style-type: none"> • Math Coach 	<ul style="list-style-type: none"> • Reading, math, science, family partnerships, welcoming culture, attendance, instructional technology
<ul style="list-style-type: none"> • Hanna Hong 	<ul style="list-style-type: none"> • EL Specialist 	<ul style="list-style-type: none"> • Reading, math, science, family partnerships, welcoming culture, attendance, instructional technology
<ul style="list-style-type: none"> • Hannah Sands 	<ul style="list-style-type: none"> • Counselor 	<ul style="list-style-type: none"> • Reading, math, science, family partnerships, welcoming culture, attendance, instructional technology
<ul style="list-style-type: none"> • Charlene Osborn 	<ul style="list-style-type: none"> • Special Education Teacher 	<ul style="list-style-type: none"> • Reading, math, science, family partnerships, welcoming culture, attendance, instructional technology
<ul style="list-style-type: none"> • Jason Mayer 	<ul style="list-style-type: none"> • 5th Grade Teacher 	<ul style="list-style-type: none"> • Reading, math, science, family partnerships, welcoming culture, attendance, instructional technology
<ul style="list-style-type: none"> • Vicky Francois 	<ul style="list-style-type: none"> • 4th Grade Teacher 	<ul style="list-style-type: none"> • Reading, math, science, family partnerships, welcoming culture, attendance, instructional technology