



## 2024- 25 School Improvement Plan

Mill Creek Elementary School

Cindy Foster, Principal

| <b>ELA ACTION PLAN</b>  |  |
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| <b>Key Performance Outcome:</b><br>90% of students will meet standard on the Smarter Balanced Assessment (SBA) in English Language Arts (ELA) by 2027 and the median student growth percentile will be 75% by 2027.   |  |
| <b>Reading Action Items</b><br>(Actions that <b>improve</b> performance towards outcomes)<br>What are you going to do?  | <b>Key Performance Indicators (KPIs)</b><br>(Formative measures of actions)<br>What is the measure of student learning that would predict strand level proficiency performance on the SBA?   |
| Integrate Guided Language Acquisition and Design (GLAD) strategies into Reach for Reading units of study as a scaffold to instruction thereby reducing reading achievement gaps for our multilingual learner (ML) and special education students.   | Measure growth and proficiency with the following assessments: <ul style="list-style-type: none"><li>• i-Ready growth diagnostic data</li><li>• Kindergarten Assessment Resource Kit (KARK)</li><li>• Oral Reading Fluency (ORF)</li><li>• Reach for Reading unit assessments</li><li>• WIDA</li><li>• SBA</li></ul> |
| Systematize and align our K-5 grade implementation of reading interventions. Ensure clear identification of students needing intervention, implement interventions with fidelity using research-based lessons, monitor and record progress over 4 to 6 weeks and then evaluate the effectiveness of the instruction. Monitoring will ensure our intervention implementation reduces achievement gaps for our ML and special education students. | Measure growth and proficiency with the following assessments: <ul style="list-style-type: none"><li>• Formative assessments during intervention instruction</li><li>• End of intervention cycle assessments</li></ul>   |
| Systemize our Multi-Tiered Systems and Supports (MTSS) process to ensure all students below standard in reading are identified. Intervention plans will then be created, implemented and data collected in an effort to accelerate student progress towards meeting reading grade level standards.  | Measure growth and proficiency with the following assessments: <ul style="list-style-type: none"><li>• i-Ready growth diagnostic data</li><li>• Kindergarten Assessment Resource Kit (KARK)</li><li>• Oral Reading Fluency (ORF)</li><li>• Reach for Reading unit assessments</li><li>• WIDA</li><li>• SBA</li></ul> |

| <b>Writing Action Items</b><br>(Actions that <b>improve</b> performance towards outcomes)<br>What are you going to do?   | <b>Key Performance Indicators (KPIs)</b><br>(Formative measures of actions)<br>What is the measure of student learning that would predict strand level proficiency performance on the SBA?   |
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| <p>Gathering ideas and organizing these ideas is an essential component of effective writing. Scaffolds and supports will be taught and utilized during writing instruction in order to assist students below standard. Specifically, teachers will:</p> <ul style="list-style-type: none"> <li>• Integrate structured conversation supports (accountable talk strategies) to assist ML and special education students in clarifying their thinking as a precursor to writing.</li> <li>• Implement the RACE strategy (<b>R</b>estate the question, <b>A</b>nswer the question, <b>C</b>ite evidence, <b>E</b>xplain the evidence) as a scaffold to support ML students with demonstration of written literary and informational text comprehension.</li> <li>• Utilize a common aligned and articulated prewrite organizer as a scaffold to support ML and special education students with the organization of narrative, informational and opinion writing.</li> </ul> | <p>Measure proficiency with the following assessments:</p> <ul style="list-style-type: none"> <li>• Reach for Reading unit tests—student response to short answer items</li> <li>• Interim Assessment Blocks (IAB) reading tests—student response to short answer items</li> <li>• Grade level formative writing samples</li> <li>• Grades K-2 David Matteson writing samples</li> <li>• Grades 3-5 summative essays—proficiency demonstrated in the writing strand of organization and ideas</li> <li>• Grades 3-5 proficiency on the long write portion of the ELA assessment</li> </ul> |

| <b>MATH ACTION PLAN</b> <b>Key Performance Outcome:</b><br>90% of students will meet standard on the Smarter Balanced Assessment (SBA) in math by 2027 and the median student growth percentile will be 75% by 2027.   |   |
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| <b>Math Action Items</b><br>(Actions that <b>improve</b> performance towards outcomes)<br>What are you going to do?  | <b>Key Performance Indicators (KPIs)</b><br>(Formative measures of actions)<br>What is the measure of student learning that would predict strand level proficiency performance on the SBA?  |
| Integrate GLAD strategies into Illustrative Mathematics (IM) units of study as a scaffold to instruction thereby reducing math achievement gaps for our multilingual and special education students.   | Measure growth and proficiency with the following assessments: <ul style="list-style-type: none"> <li>• i-Ready growth diagnostic data</li> <li>• KARK</li> <li>• IM unit assessments</li> <li>• WIDA</li> </ul>  |
| Systematize and align our K-5 grade implementation of math interventions. Ensure clear identification of students needing intervention, implement interventions with fidelity using research-based lessons, monitor and record progress over 4 to 6 weeks and then evaluate the effectiveness of the instruction. Monitoring will ensure our intervention implementation reduces achievement gaps for our ML and special education students.   | Measure growth and proficiency with the following assessments: <ul style="list-style-type: none"> <li>• Formative assessments during intervention instruction</li> <li>• End of intervention cycle assessments</li> </ul>   |
| Making sense of problems and persevere in solving them is an essential mathematical practice. Scaffolds and supports will be taught and utilized during math instruction in order to assist students below standard. Specifically, teachers will: <ul style="list-style-type: none"> <li>• Implement the optimal practices for thinking outlined in Building Thinking Classrooms. For the 2024-25 school year, we will study formation of collaborative groups, where students work in a thinking classroom, how we arrange a thinking classroom and how we answer questions in a thinking classroom.</li> </ul> | Measure growth and proficiency with the following assessments: <ul style="list-style-type: none"> <li>• i-Ready student growth data</li> <li>• Student progress towards proficiency using i-Ready personalized instruction data</li> <li>• i-Ready data indicates consistent passing of three math lessons per week for each student</li> <li>• Student time on task (minimum of 60 minutes per week) for ML students utilizing the IM program</li> </ul> |

| <b>SCIENCE ACTION PLAN</b> <b>Key Performance Outcome:</b><br>90% of students will meet standard on the Smarter Balanced Assessment (SBA) in science by 2027.   |  |
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| <b>Science Action Items</b><br>(Actions that improve performance towards outcomes)<br>What are you going to do?   | <b>Key Performance Indicators (KPIs)</b><br>(Formative measures of actions)<br>What is the measure of student learning that would predict strand level proficiency performance on the WCAS?  |
| <p>Each grade level, 1st-5th grade, will administer at least one Next Generation Science Standards (NGSS) aligned assessment after a science unit. Results will be analyzed, and next steps determined based on student results.</p> <p>Utilize Washington Comprehensive Assessment of Science (WCAS) resources to intentionally prepare 5th grade students for item content and types encountered on the summative state assessment (e.g., WCAS Item Specification, NGSS Evidence Statements, grade 5 Training Test, Lessons Learned 2023-24, and grade 5 Test Design and Item Specification Webinar).</p> | <p>Measure proficiency with the following assessments:</p> <ul style="list-style-type: none"> <li>• Implementation of at least one WCAS aligned unit summative assessment</li> <li>• WCAS assessment results</li> </ul> <p>Measure proficiency with the following assessments:</p> <ul style="list-style-type: none"> <li>• NGSS aligned assessments</li> <li>• WCAS assessment results</li> </ul> |

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

### Key Performance Outcome(s):

**Welcoming Culture:** Increase by at least 3% on the 2025 spring parent and student Panorama Survey for family/student engagement and school climate.

**Equitable and Accessible Opportunities:** 77% of ML students will be on track to transition out of services within six years by 2027.

#### 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?

### Welcoming Culture

Implement equity and inclusion staff professional learning focused on integration of the six culturally responsive education themes into instruction.

- Number of trainings and time spent focused on equity work
- Reach and IM unit plans

Implementation of the RULER four pillars within the Social Emotional Learning (SEL) teaching and learning framework.

- Panorama spring 2025 results

### Physically, Emotionally, and Intellectually Safe Environment

#### Physically

Implement authentic safety scenarios connected to unexpected schoolwide safety drills.

Consistent implementation of the Positive Behavior Interventions and Supports (PBIS) Cougar Pride Self Manager program.

- Number of authentic and unexpected all school safety drills
- Movement towards proficiency on the PBIS benchmark of Implementation—Action Planning Protocol rubric
- Panorama spring 2025 results

#### Emotionally

Integration of the RULER concepts within the Second Step lessons and during other SEL designated time.

Continued implementation of the school counselor meeting with Tier 2 students in small groups focused on emotion regulation.

- Monitoring of Tuesday lesson implementation
- Monitoring of SEL designated time being used for SEL instruction
- Monitoring designated time for RULER staff professional learning

#### Intellectually

Systematized implementation of the MTSS-aligned Tier 2 and Tier 3 interventions and supports for academics, behavior, and SEL.

- Number of MTSS student meetings referred to the team
- Movement towards proficiency on the PBIS benchmark of Implementation—Action Planning Protocol rubric

### **Equitable and Accessible Opportunities**

Intentional implementation of the WIDA and utilizing results to make an action plan for our ML students ensuring they are transitioning out of the ML program within 6 years.

- Number and quality of plans produced based on WIDA data, monitoring for follow-through on each plan

## ATTENDANCE

### Key Performance Outcome(s):

Attendance rates will reach 90% for all and every subgroup by 2027.

| <b>Attendance Action Items</b><br>(Actions that improve performance towards outcomes)<br>What are you going to do?   | <b>Key Performance Indicators (KPIs)</b><br>(Formative measures of actions)<br>What measure will you use to determine the success of your action items?   |
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| Utilize Panorama to document attendance interventions and for monitoring attendance data trends.<br><br>Tier 1 classroom interventions to proactively address students with multiple absences. | <ul style="list-style-type: none"><li>• Monthly attendance rates</li><li>• Action plans for chronically absent students</li><li>• MTSS meetings to discuss Tier 1 attendance concerns with documentation of strategies and supports</li></ul> |

## FAMILY PARTNERSHIPS ACTION PLAN

### Key Performance Outcome(s):

On the 2024 Spring Panorama survey, increase family engagement by at least 3%.

| <b>Family Partnerships Action Items</b><br>(Actions that improve performance towards outcomes)<br>What are you going to do?  | <b>Key Performance Indicators (KPIs)</b><br>(Formative measures of actions)<br>What measure will you use to determine the success of your action items?   |
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| <p>Produce vital documents in multiple languages—Spanish, Ukrainian and Russian:</p> <ul style="list-style-type: none"><li>• Utilize translated subtitles in PowerPoint presentations and Zoom;</li><li>• Translate all family flyers and documents;</li><li>• Professionally develop teachers to know how to make presentations and all communications language accessible for parents; and</li><li>• Ensure all automated phone calls and emails are translated into multiple languages.</li></ul> | <ul style="list-style-type: none"><li>• Number of followers on Facebook, Twitter, and Instagram</li><li>• Number of documents translated into other languages</li><li>• Number of respondents to feedback methods</li></ul> |

## INSTRUCTIONAL TECHNOLOGY

### Key Performance Outcome(s):

50% or more of the teaching staff utilize Performance Matters for data monitoring and/or for implementation of assessments.

80% of students in grades 1-5 will meet the weekly math and reading lesson i-Ready goal.

| <b>Instructional Technology Action Items</b><br>(Actions that improve performance towards outcomes)<br>What are you going to do?   | <b>Key Performance Indicators (KPIs)</b><br>(Formative measures of actions)<br>What measure will you use to determine the success of your action items?                                   |
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| <p>Start the transition to the new district database program, Synergy. Prepare schoolwide systems and train teacher leaders to make the transition to the new system smooth.</p> | <ul style="list-style-type: none"><li>• Identified MCE leads for this project attending district trainings</li><li>• Number of times the leads share information with the staff</li></ul> |