Planning Year 2018-2019
Implementation September 2019-June 2022

* 2 Year Extension - until June 2024 - per Board approval on 10/10/2022 *

Evergreen Heights Elementary

School Improvement Plan

School Improvement Plan Adopted by the Auburn School Board of Directors on
January 27, 2020.

Aspiration: As an active citizen in a global society, each student will thrive as a champion for self, family, community and humanity.

The Auburn School District is committed to engaging, educating and empowering **EACH** student with equity and excellence.

In the Auburn School District, it means:

- 100% of our students graduate and are ready for their future.
- Excellent Attendance
- Mastery of Grade Level Standards
- Family/Community Engagement

District Goal 1 - **Engage:** Connect students to their schools and learning.

District Goal 2 - **Educate:** Ensure relevant learning, high achievement and graduation for each student.

District Goal 3 - **Empower:** Enable students and staff to thrive now and in the future.

School			
Evergreen Heights Elementary			
Date of SIP Team District Goal Review:			
SIP Team Members:			
Anne Gayman	Rachael Barrows	Mark Ziegler	
Jenny Herndon	Marice Cramer	Regina Hauptmann	
Deena Behrend	Tanya Cicero		
Michelle Hupperten	Pam Parks		
Staci Erickson	Leah Carroll		
Alisa Louie	Donna Casanova		
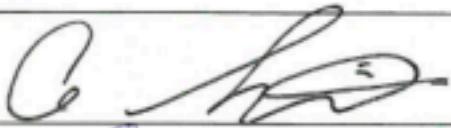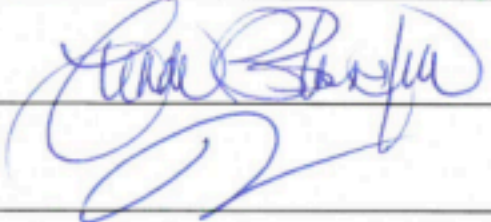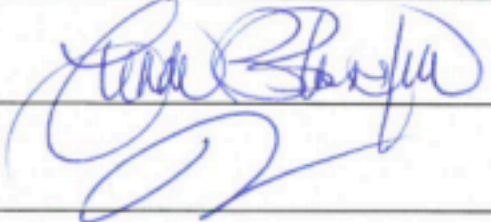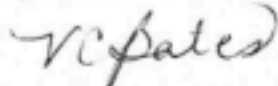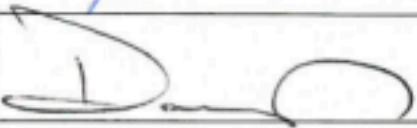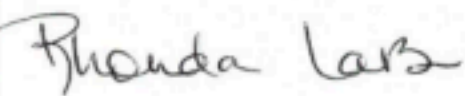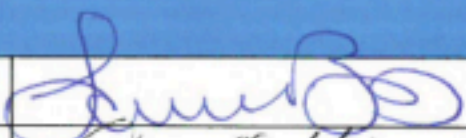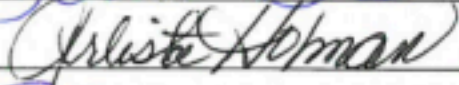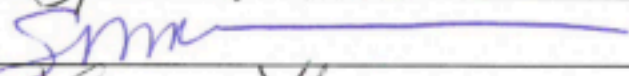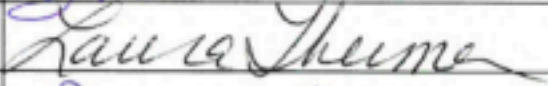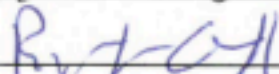
Date Submitted:		Date of School Board Approval:	
Name	Title/Position	Signature	
Anne Gayman	Principal	*(signature)*	
Constanza Marin	Parent	*(signature)*	
Anya Carlson	Student	*(signature)* Anya Carlson	
Laura Carlson	Community Member	*(signature)* Laure Carlson	
Deena Behrend	Staff	*(signature)* Deena Behrend	
Staci Erickson	Staff	*(signature)* Staci Cer	
Jenny Herndon	Staff	*(signature)* Jenny Herndon	
Michelle Hupperten	Staff	*(signature)* Michelle Hupperten	
Alisa Louie	Staff	*(signature)* Alisa Louie	
	Staff		
	Staff		

Each team must include staff, students, families, parents, and community members

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10/1/2018-*2YearExtension-unl June2024-perBoardapproval on10/10/2022*
SIP Template

Alan Spicciati	Superintendent	
Cindi Blansfield	Associate Superintendent Business and Operations	
Ryan Foster	Associate Superintendent School Programs	
Vicki Bates	Assistant Superintendent Technology	
Heidi Harris	Assistant Superintendent Student Learning	
Daman Hunter	Assistant Superintendent Human Resources	
Rhonda Larson	Assistant Superintendent Family Engagement and Student Services	
School Board		
Laurie Bishop	School Board	
Arlista Holman	School Board	
Sheilia McLaughlin	School Board	
Laura Theimer	School Board	
Ryan Van Quill	School Board	

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Auburn School District Mission In a culture of equity and excellence we engage, educate, and empower each student for success beyond graduation.

Auburn School District Vision As an active citizen in a global society, each student will thrive as a champion for self, family, community and humanity.

School Mission

Evergreen Heights is dedicated to quality learning for every student.

School Vision

The vision of Evergreen Heights Elementary is to create a safe learning environment where all students are given the opportunity to maximize their potential through collaboration between staff, parents and students.

Background Information

WAC 180-16-220

Requirements for School Improvement Plan

Each school shall be approved annually by the school board of directors under an approval process determined by the district board of directors and "At a minimum the annual approval shall require each school to have a school improvement plan that is data driven, promotes a positive impact on student learning, and includes a continuous improvement process that shall mean the ongoing process used by a school to monitor, adjust, and update its school improvement plan." School Improvement plans must include a brief summary of use of data to establish improvement; acknowledging the use of data which may include DIBELS, MAP, WELPA, Credit Attainment, Enrollment in Honors/AP Courses, CEE Perceptual Data, SAT/ACT, Discipline, and MSP or HSPE.

Stakeholder Input -

The specialist team consisting of LAP, ELL, IS and other team members met regularly to develop our School Improvement plan. We had data meetings with staff and shared progress as well as gathered information during regularly scheduled meetings. The chairs from PLC's gathered and shared information with grade level teams.

Highly Qualified Staff – SWT 2 & 3/LAP

Evergreen Heights has two Highly Qualified Certificated staff and 6 Highly Qualified Classified staff funded by LAP/Title I. Evergreen Heights does not have any staff who are NOT Highly Qualified.

High Quality, Highly Qualified Teachers – SWT 2 & 3/LAP

Evergreen Heights provides professional development each August and several times per year using building hours. Professional Development is an on-going systematic process informed by evaluation of student, teacher and school needs embedded in School Improvement Plan (SIP).

Teachers meet on a regular, planned basis to analyze data and student work that will guide their instructional strategies and planning to support struggling learners in meeting K-5 ELA and Math standards.

The Instructional Specialist serves as a liaison between the grade levels and content areas to maximize continuity of instructional routines, common practices, and use of data. She also collaborates with classroom teachers to maximize student learning and achievement for all students, provides support and job-embedded professional development to help students meet Common Core Standards. Additionally, she co-teaches as needed to intensify and enhance learning for struggling students, build teacher capacity, support new teachers and provide ongoing support with instructional strategies identified in the SIP plan.

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COMPREHENSIVE NEEDS ASSESSMENT – SWT 1/LAP

Needs Assessment- T-I SW #1 / LAP

a. Data was used when developing programs to assist underachieving students:
☒ DIBELS
☒ Reading ☐ MAP ☒ i-Ready ☐ Tri.3 Reading Assessment ☐ Other_____
☒ Math ☐ MAP ☒ i-Ready ☐ ICA ☐ IBA ☒ Other math fact fluency, formative assessments
☒ SBA Reading
☒ SBA Math

Annual Needs assessment for revision of School Improvement Plan (date) 10/17/18

On-going Data Review (3x per year min) (dates) 9/25/18, 1/22/19, 6/12/19

Participants in our needs assessment included (per our building SIP process):
☒ District Leadership
☒ Principal
☒ Teachers
☐ Para Professionals
☒ Other School Staff
☐ Students
☒ Parents

Ongoing reviews:
☒ District Leadership
☒ Principal
☒ Teachers
☐ Para Professionals
☒ Other School Staff
☐ Students
☒ Parents

b. The LAP plan focuses first on addressing the needs of students in grades kindergarten through 4 who are deficient in reading or reading readiness skills to improve reading literacy. Next, the LAP plan addresses needs of students in grades 1-5 to improve math skills. (Update students served data chart yearly)

Grade Level	Readiness (K)-Lap (# of Students)	Reading-LAP (# of Students)	Readiness (K) T-I SW (# of Students)	Reading T-I SW (# of Students)	Math LAP (# of Students)	Math T-I SW (# of Students)	Math Extended Day (# of Students)	Summer School (# of Students)
K	12							
1		17			15			
2		18			10			
3		15			13		21	
4		33			11		21	
5 (T-I SW)							14	

Demographic data

Write an analysis of changing demographics in your building. This analysis should include data for at least 5 years in order to idenfy trends.

Over the last 5 years, our overall enrollment has increased from 459 students in October of 2013 to 523 in October of 2018.

The percentage of ELL students has grown from 22.8% in May of 2013 to 25.8% in May of 2017. This percentage has remained above 20% for the last 5 years.

The percentage of low income students has steadily decreased over the last 5 years. In May of 2014, 58% of students were receiving free or reduced lunch. In May of 2018, 41.9% of students fit into the low income category.

The racial demographics have also changed over the last 5 years. The percentage of White students has decreased from 43.1% in 2014 to 35% in 2018. The percentage of Asian students has varied from 11% to 18% over the last 5 years. Some years this percentage increases, and other years it decreases. Students that fit into the category of two or more races varies between 8% and 15%.

Our Hispanic/Latino and Black/African American populations have remained fairly steady. The percentage of students served in Special Education has also remained steady over the last 5 years.

Student Enrollment Information

Enrollment

October	523
May	520

Gender (Percent of October Enrollment)

Female	50.9%
Male	49.1%

Race/Ethnicity (Percent of October Enrollment)

American Indian / Alaskan Native	0.0%
Asian	18.7%
Black / African American	10.9%
Hispanic / Latino of any race(s)	19.9%
Native Hawaiian / Other Pacific Islander	4.0%
White	35.0%
Two or More Races	11.5%

Special Programs (Percent of May)

English Learners	25.8%
Low Income	41.9%
Students with Disabilities (Special Education)	9.0%
Migrant	0.0%
Section 504	2.5%

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SIP Template

2013-2014 School Data

Organizationname Schoolyear
Student Group
Student Group Type

Organizationcode
Organizationid

% of Total Studentcount
Studentcount

Elementary
2017-18 Asian Race 18.74% 98

3745 101424 Evergreen Heights

Elementary
2017-18 Black/ African
American
3745 101424 Evergreen Heights Race 10.90% 57

Elementary
2017-18 Female Gender 50.86% 266

3745 101424 Evergreen Heights

Elementary
2017-18 Hispanic / Latino
of any

race(s)
Race 19.89% 104

3745 101424 Evergreen Heights

Elementary
2017-18 Male Gender 49.14% 257

3745 101424 Evergreen Heights

Elementary
2017-18 Native Hawaiia
n/ Other
3745 101424 Evergreen Heights Pacific
Elementary Islander

Race 4.02% 21 Race 11.47% 60

2017-18 Two or More
Races
3745 101424 Evergreen Heights
3745 101424 Evergreen Heights

2017-18 White Race 34.99% 183

Elementary

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Attendance

The overall percentage of students designated at risk for aendance has decreased from 20% in 2015 to 13.6% in 2018. The percentage of students designated at risk for aendance has decreased from 2015 to 2018 for our students in poverty, for students receiving EL services, and for students with disabilies.

The percentage of students designated at risk for aendance has decreased for our Asian, Black/African American, Hispanic/Lano, and White populaons. The percentage of students designated at risk for aendance has increased for our Pacific Islander Mulple Race populaons.

Year	Red	Yellow	Green
2015	20.0%	29.5%	52.7%
2016	14.1%	33.6%	53.2%
2017	14.2%	30.6%	56.6%
2018	13.6%	28.4%	58.0%
2019	15.5%	24.5%	60.0%
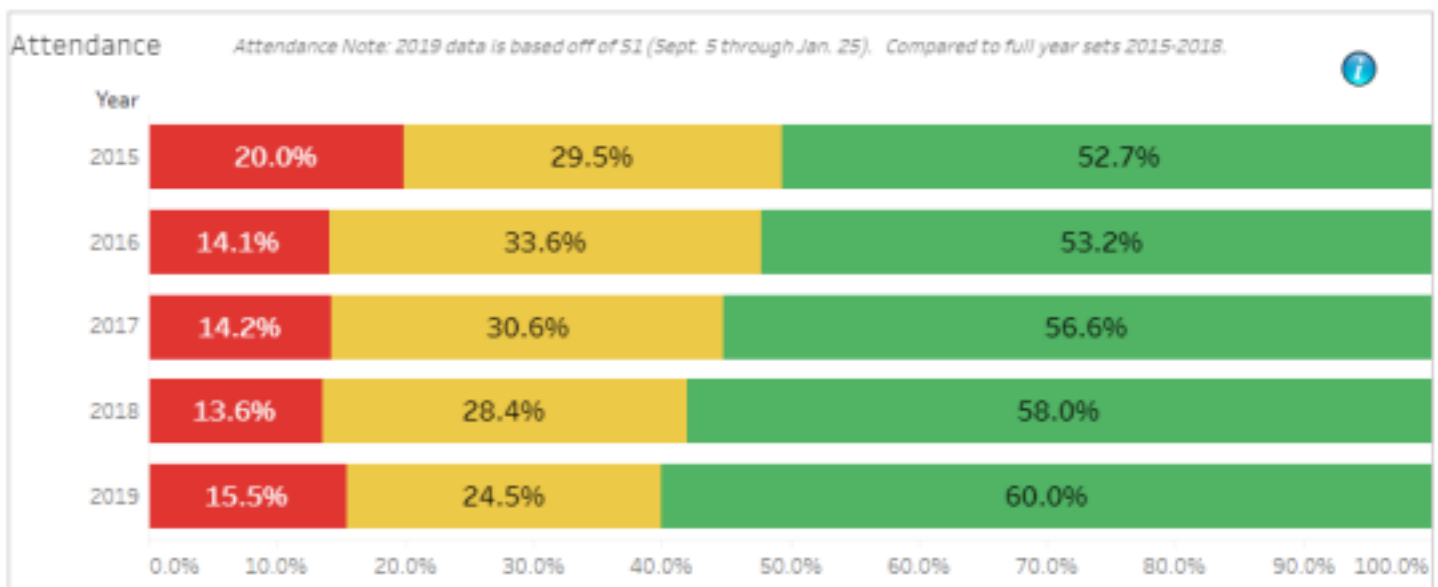
Data Analysis- DIBELS

2015-16

Fifty percent of incoming kindergarten students are below benchmark in the Fall. By the end of the year only 21 percent are still below benchmark. We made good gains in first grade as well with an additional 17% meeting benchmark by the Spring. However, students in grades 2-5 do not make as much growth. We gained only 8 % of second graders to benchmark in spring, we lost 10% of third graders and 9 % of fourth graders. We gained 6% of fifth graders to benchmark in Spring.

2016-17

Fifty-one percent of incoming kindergarten students are below benchmark in the Fall. By the end of the year only 17% are below Benchmark. In first grade, we gained an additional 18%, but again grades 2-5 failed to

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SIP Template

make as much progress. Second grade lost 6% of benchmark students from the fall, third grade gained 1%, fourth grade lost 5% and fifth grade lost 6%.

2017-18

Fifty-three percent of incoming kindergarten students are below benchmark in the Fall. By the end of the year only 17% are below benchmark. While the progress was solid in kindergarten, this year we did not make significant gains in first grade: gained 1% of students to benchmark. For a third year, grades 2-5 failed to make as much progress. Second grade lost 11% of our benchmark students, and we lost 8% of benchmark students in third grade. Fourth grade gained 10% of students to benchmark while 5th grade lost 18% of benchmark students.

Overall, there is a three year trend of solid growth in kindergarten, fair growth in first grade and minimal growth in grades 2-5. Students are making growth, but not enough to continue meeting the rigorous goal for grade level
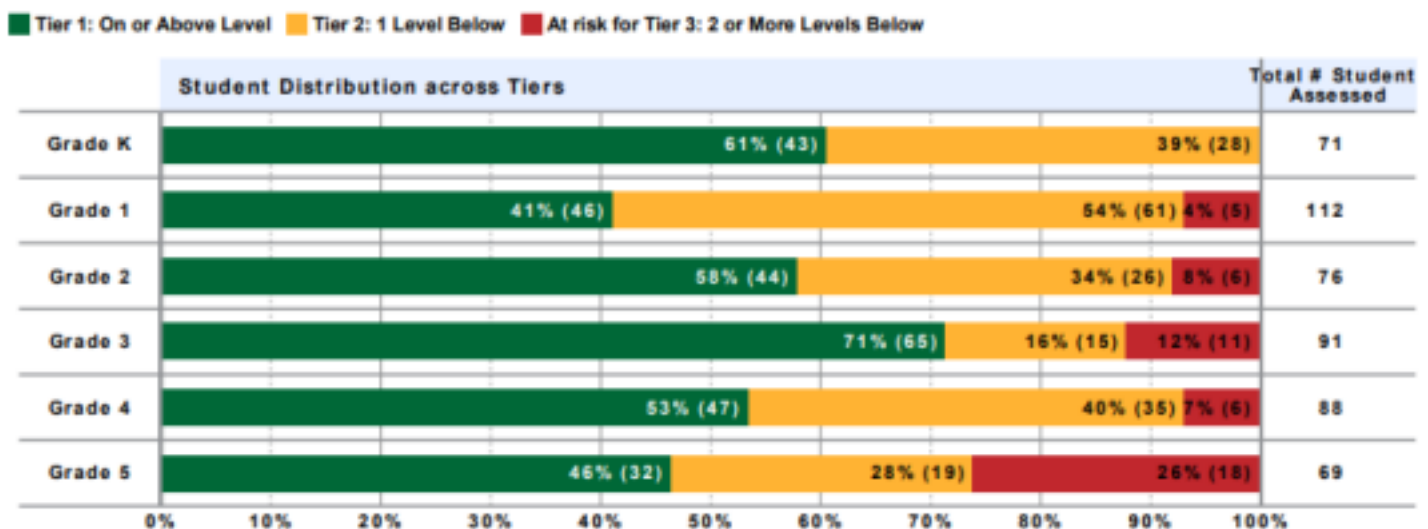
oral reading fluency.

Data Analysis- MAP/iReady (Reading and Math)

When comparing mid-year i-Ready reading data from 2018 and 2019, the first thing we see is that we had more variation in results between grade levels in 2018. In 2018 we see a high of 71% of students on grade level in third grade. We also see a low of 41% of students on grade level in first grade. In 2019 we see less variation in scores. There is a high of 63% of students on grade level in third grade, and a low of 49% of students on grade level in kindergarten and fifth grade.

Following cohorts from one grade to the next gives us much more information. There was a very slight dip in percentage of students on grade level that moved from kindergarten in 2018 to first grade in 2019. However, when you look at the actual number of students on grade level, it only changed by 1 student. Students moving from first grade in 2018 to second grade in 2019 made substantial gains. Sixteen percent more of this group of students were on grade level mid-year of second grade. 2018 second graders moving into third grade improved slightly moving from 58% on grade level in 2nd grade to 63% on grade level in third. We did see a fairly large decrease in the percentage of students on grade level when we looked at 2018's third graders and followed their scores as 4th graders in 2019. Sixteen percent fewer students were on grade level in 4th grade in 2019 than in 3rd grade 2018. The migration of students into and out of our school does not account for this large of a drop. We also see a small drop of 4 percent of students on grade level for the cohort moving from 4th grade into 5th grade.

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2018

Detail by Grade

Tier 1: On or Above Level   Tier 2: 1 Level Below   At risk for Tier 3: 2 or More Levels Below

Student Distribution across Tiers	Total # Student Assessed
Grade K 61% (43) 39% (28)	71
Grade 1 41% (46) 54% (61) 4% (5)	112
Grade 2 58% (44) 34% (26) 8% (6)	76
Grade 3 71% (65) 16% (15) 12% (11)	91
Grade 4 53% (47) 40% (35) 7% (6)	88
Grade 5 46% (32) 28% (19) 26% (18)	69

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
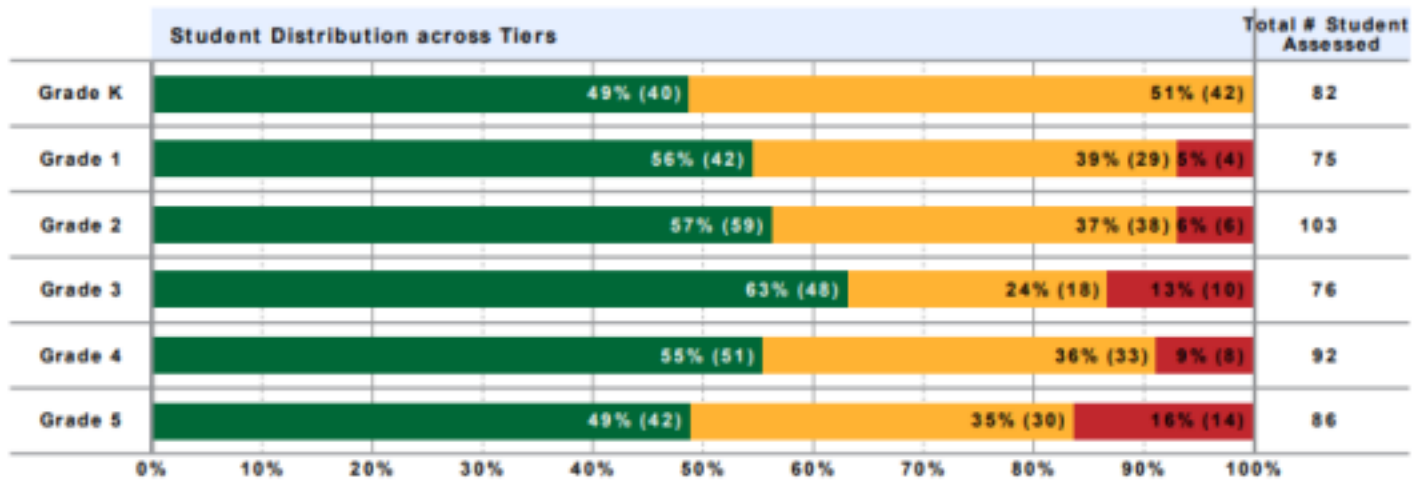
2019

Detail by Grade

■ Tier 1: On or Above Level   ■ Tier 2: 1 Level Below   ■ At risk for Tier 3: 2 or More Levels Below

Student Distribution across Tiers			Total # Student Assessed
Grade K	49% (40)	51% (42)	82
Grade 1	56% (42)	39% (29) 5% (4)	75
Grade 2	57% (59)	37% (38) 6% (6)	103
Grade 3	63% (48)	24% (18) 13% (10)	76
Grade 4	55% (51)	36% (33) 9% (8)	92
Grade 5	49% (42)	35% (30) 16% (14)	86

We do see an achievement gap when we look at how all students perform and compare them to specific demographics. Students designated as EL learners are 9 to 62 percent less likely to be on grade level when compared to all students. Students in the low income category are 10 to 16 percent less likely to be on grade level when compared to all students. Students who are Hispanic/Latino are 6 to 27 percent less likely to be on grade level when compared to all students.

When comparing our EL population to our Hispanic/Latino populations in i-Ready, we see an interesting trend. Hispanic/Latino students perform a bit below our overall EL populations in kindergarten and first grades. Once our Hispanic/Latino students reach second grade, they outperform EL students. This may indicate that our

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SIP Template

Hispanic/Latino students are catching up faster than our other EL populations. It is also possible that as students exit EL in the upper grade levels, it skews the data. It does appear that many students exit EL services between second and third grade.

By second grade, EL students are farther behind in reading than they are in math. The percentage of low income students who are behind in reading is roughly equal to the percentage of students behind in math. This may indicate that we need to include additional language acquisition strategies to benefit our EL population.
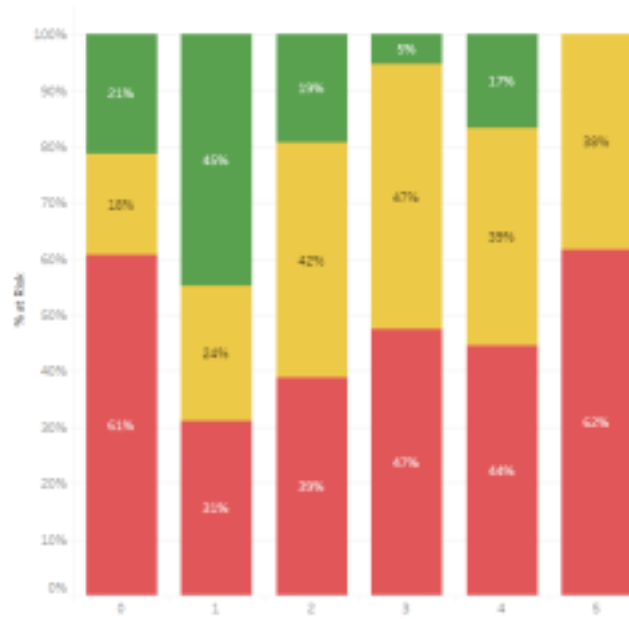
Year
2019
School
EVERGREEN HEIGHTS ELE...
Fed Race
(All)
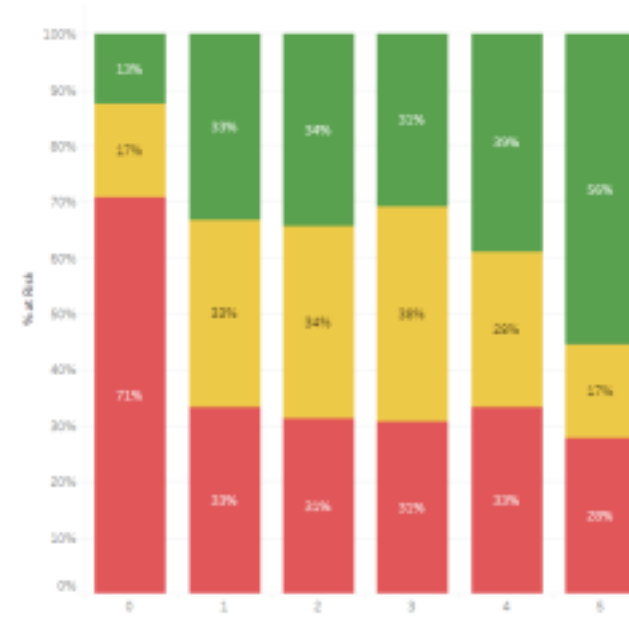Gender
(All)

iReady Risk Reading by Grade *Reading*
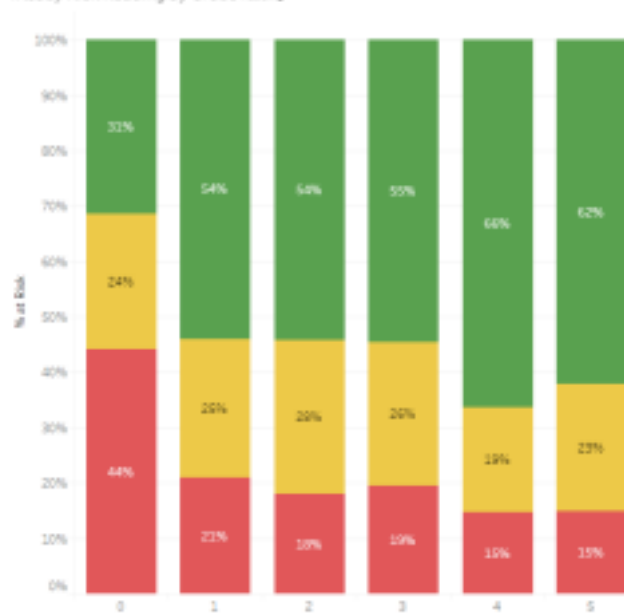
14
ELL students iReady Reading Hispanic/Latino students iReady Reading

iReady Risk Reading by Grade *Reading*

iReady Risk Reading by Grade *Reading*

Low income students iReady Reading

i Ready Risk Reading by Grade

15
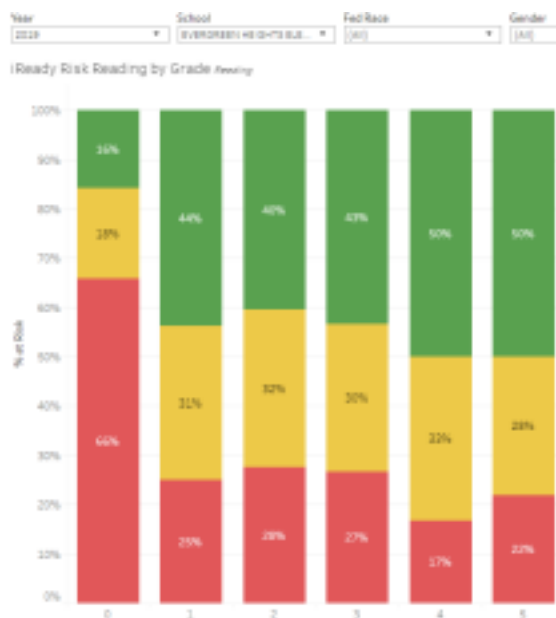
10/1/2018 -

SIP Template

Math iReady data is showing an overall positive trend between January 2018 and January 2019 scores. A greater percentage of students were on grade level at 1st, 2nd, and 5th grades in January 2019 than January 2018. Fourth grade had 64% of students at grade level in both 2018 and 2019. Third grade did decrease from 58% of students on grade level in January of 2018 to 49% of students on grade level in January of 2019. When tracking a group of students from one year to the next, there is also an upward trend in scores. Sixty-four percent of fourth grade students were on grade level in January of 2018. That same group had 72% of students on grade level in January of 2019 as fifth graders. The biggest increase in the percentage of students being on grade level when tracking a group is between first and second grade. In 2018, 37% of students were on grade level. In 2019, 61% of second grade students were on grade level. That's an increase of 24% of students being on grade level for that cohort of students.

We do see an achievement gap when we look at how all students perform and compare them to specific demographics. Students designated as EL learners are 15 to 44 percent less likely to be on grade level when compared to all students. Students in the low income category are 9 to 27 percent less likely to be on grade level when compared to all students. Students who are Hispanic/Latino are 11 to 23 percent less likely to be on grade level when compared to all students.

When comparing our EL population to our Hispanic/Latino populations in i-Ready, we see an interesting trend. Hispanic/Latino students perform a bit below our overall EL populations in kindergarten and first grades. Twenty-five percent of our Hispanic/Latino population are on grade level at kindergarten while 30% of the EL population are on grade level. Thirty-three percent of our Hispanic/Latino population are on grade level at first grade, while forty-one percent of EL students are on grade level. At second grade, Hispanic/Latino students are performing at the same success rate as EL students. Once our Hispanic/Latino students reach third, fourth, and fifth grades, they outperform EL students. This may indicate that our Hispanic/Latino students are catching up faster than our other EL populations. It is also possible that as students exit EL in the upper grade levels, it skews the data.
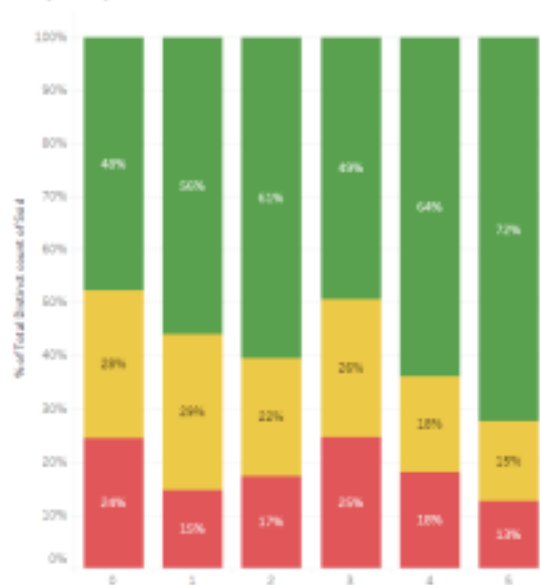
16

ELL students iReady Math   Hispanic/Latino students iReady Math
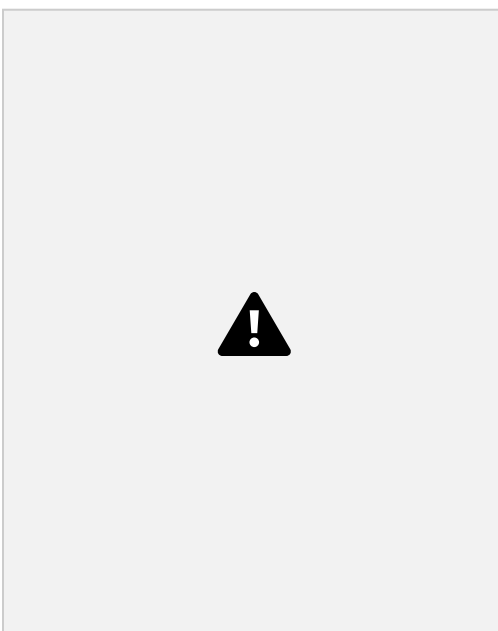
      Low
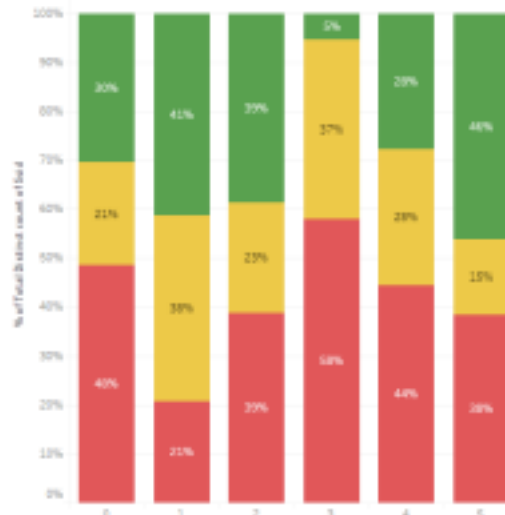
income students iReady Math
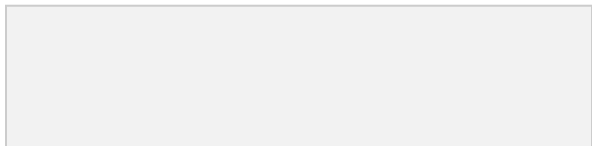
Data Analysis- ELPA21 (ELL Data)

Our ELL population has been increasing with our general population. In the 2018-2019 school year we served 151 ELL students. At the time of ELPA21 testing, we had 145 students and exited 21 of them. Our exit rate was 14.4%. This is down slightly from our 'exit' rate in 2018.

Data Analysis- CEE Perceptual Survey

SBA ELA -

When we look at our overall scores for ELA over the years, we see an expected pattern. Our students performed well in 2015 when they completed the paper/pencil version of the SBA. The percentage of students passing the SBA decreased from 76.2% in 2015 to 65.3% in 2016. Moving to the electronic version of the test can account for some of this drop. Since then, the percentage of students passing the SBA has increased

slightly each year. In 2018, 69.9% of students passed the SBA.

Looking at specific demographic data, it is more difficult to find a clear pattern. We can see that there was a drop in scores between 2015 and 2016 for all special populations. Our EL population and low income population both saw a tiny increase in students meeting benchmark between 2016 and 2017. Both populations then saw a decrease in students meeting standard in 2018. The decrease for our EL population is significant. The percent meeting standard in 2017 was 37.2. The percent meeting standard in 2018 was 15.9. That's a 21.3 percent decrease in students making standard. Though our Hispanic/Latino population also had a similar trend of increasing between 2016 and 2017 then decreasing between 2017 and 2018, there was one large difference. The number of students meeting benchmark in 2017 increased substantially. 52.6 percent of Hispanic/Latino

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students were on benchmark in 2016. That rose to 67.3% of students meeting benchmark in 2017. This population of students made more gains in 2017 than any other population.

When we compare our special populations to our white students, we see an interesting trend. In 2017, our special populations did better than they did in 2016. Our white students did worse in 2017 than they did in 2016. In 2018, we see a decline in the scores of our special populations. However, our white students increased in the percentage of students meeting standard. When our special populations are achieving higher percentages of students meeting standard, the percentage of white students meeting standard goes down. When white students are achieving higher percentages of students meeting standard, the percentage of students in special populations meeting standard goes down.

All

19

10/1/2018 - *** 2 Year Extension - unl June 2024 - per Board approval on 10/10/2022 ***
SIP Template

Hispanic/Latino

20

Low Income

White

SBA Math

Our math data over the last 4 years has been somewhat unpredictable. We started out fairly strong in 2015 when the SBA was given as a paper/pencil test. In 2016, the SBA became an online test, and the percentage of students meeting benchmark declined overall by 13.3 percent. We made some gains in 2017, with 71.7% of all students being on benchmark. In 2018, we dropped down to 67.2% of students being on benchmark. When we

look at our EL population, Hispanic/Latino populations, and students in need, we see a similar pattern. Students in each of these categories performed better in 2015 and 2017 than they did in 2016 and 2018. The main difference that we see is that the special populations generally have a greater variation in scores from one year to the next. The percentage of students reaching benchmark may fluctuate by more than 30 percent from year to year.

We do see a very different pattern for our white population. That subgroup also started out well in 2015 and then declined in the percentage meeting benchmark in 2016. Since 2016, the percentage of students meeting benchmark in math has increased by about 2 percent each year. Though it is a minor increase, it is significant that this population didn't see the decline in test scores in 2018 that our more impacted populations did.

All

EL

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Hispanic/Latino

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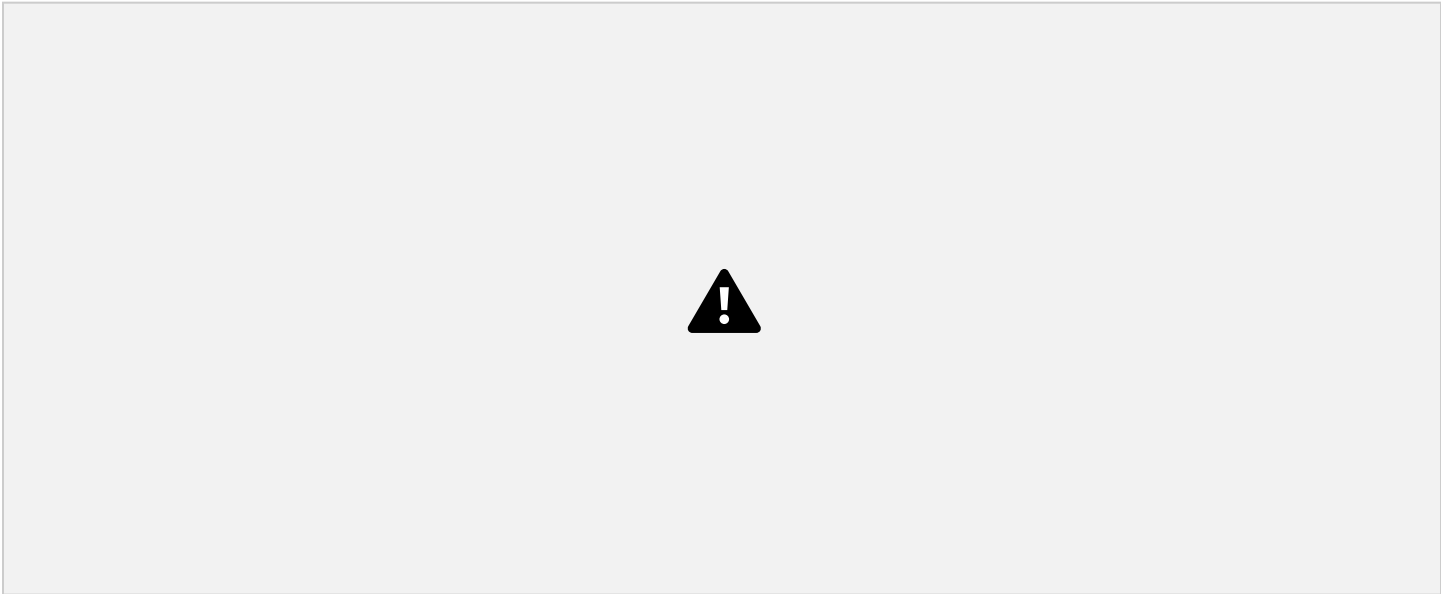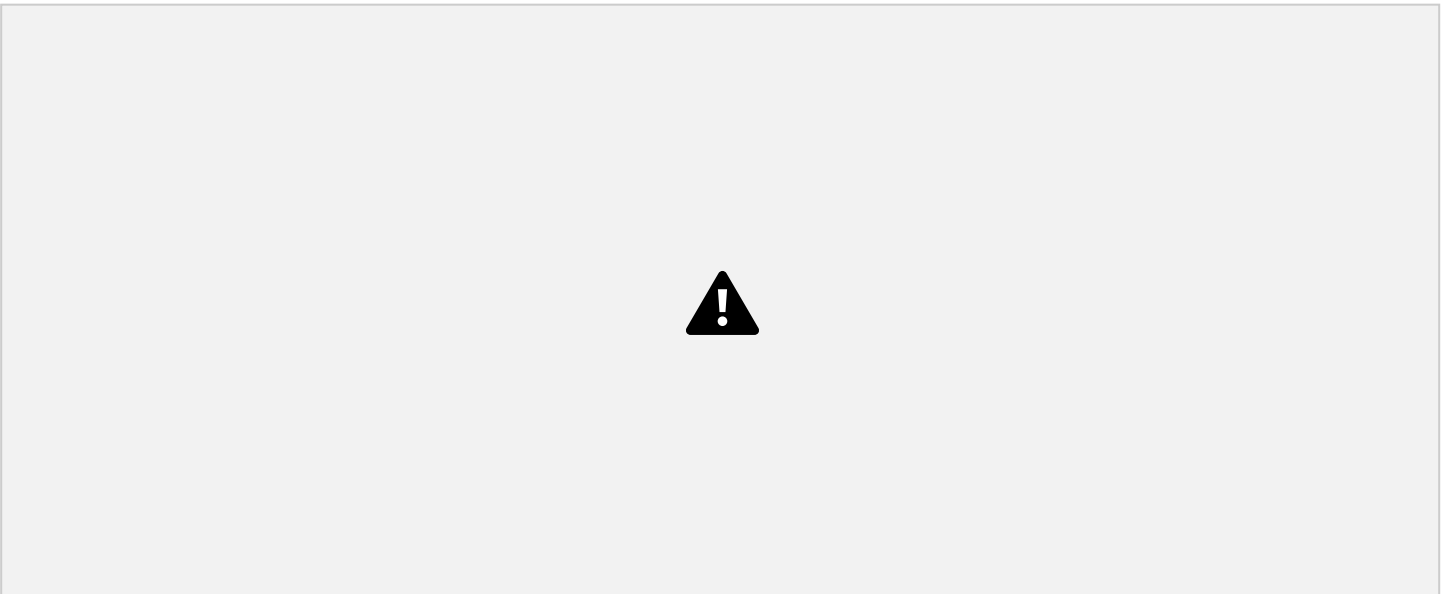
SIP Template

Low Income

White

MSP Science/EOC Biology

Last year was the first year of the WCAS assessment. Our white population vastly outperformed our students of other races. Though some of our groups are too small to reasonably compare, the Hispanic/Latino group is large enough a population to garner an accurate comparison. There is a 42.5% gap between the percentage of white students meeting standard and the percentage of Hispanic/Latino students meeting standard. Only one (5.3%) of our Hispanic/Latino students received a level 4 on the SBA. More than 40 percent of our white students received a level 4.

When we look at our strand data, we see that white students did almost equally well in all strands. They performed slightly better in life science. What we see when we look at our EL, Hispanic/Latino, and Low income populations is very different. Our special populations do much better in physical science than they do in life and earth science. We think that our special populations have less background knowledge in life science and earth science. They have some background with physical science, because it includes things they have experience with in real life. They know some simple machines because they have seen and used tools. They know about solids, liquids, and gasses because those things fill their world. It is much less likely that they've

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seen ecosystems in action or have witnessed adaptation. They don't understand climate patterns or how plate tectonics work. It may be worth thinking about how we can work on building background in the future.

All

EL

Hispanic/Latino

Low Income

White

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Parent Engagement – SWT 2/LAP

Families receive information about the LAP program, school policies, community events, PTA, health tips, and school events via kid mail (paper copies), robo-calls as allowed, and email. Additionally, families are invited to monthly award assemblies celebrating student successes. All families receive phone calls, written notes and emails as needed and partake in parent-teacher conferences. Staff and school webpages, as well as a Facebook page and Class Dojo are used as additional ways to send information about school fundraising, schedules, and

upcoming dates to families. PTA offers events that increase children's love for school. Websites, community resources and family engagement ideas are sent home via flyers, emails and Facebook.

LAP students are allowed to check out books from the lending library to read at home during the school year. LAP and ELL teachers conference with students about what they are reading in our AR program. Teachers assist students in setting independent reading goals and provide strategies that help students meet their goals.

Twenty chromebooks have been purchased with the Parent Involvement budget for LAP students to check out and use at home. This will invite parents to be involved with students' schoolwork. Additionally, we invite parents to be involved in student learning over the summer. LAP and ELL students receive support materials to maintain their literacy skills over the summer. Certificated teachers and intervention specialists volunteer one Thursday evening each week of the summer to bring activities to a high needs apartment complex in our draw area. Various family activities are planned for students to attend with their families.

Student Transitions – SWT 2 & 3/LAP

Kindergarten teachers meet with ECAP teachers in the spring to discuss incoming kindergartners for the following year. This allows kindergarten teachers be consistent with strategies and routines used in preschool or map out a plan for helping students adjust to a new strategy or routine. Incoming Kindergarten students are assessed on readiness skills which allows kindergarten teachers to prepare instruction to meet student needs and develop a rank order for inviting students to JumpStart summer school. The Instructional Specialist, Counselor and fifth grade teachers prepare data to share with the Middle School Staff. When students move during the school year, teachers prepare transfer paperwork including LAP and ELL information to be sent to the new school to support students' transition to a new school.

Assessment Decisions – SWT 3/LAP

Teachers meet on a regular, planned basis to analyze data and student work that will guide their instructional strategies and planning to support struggling learners in meeting K-5 ELA (and Math) standards. These PLCs take place on Monday mornings. Additionally, grade level teachers meet with the principal and learning specialists three times a year at data meetings to review iReady and Dibels data. The team makes instructional changes to meet students' needs for students who have not made adequate progress. Instructional programs, strategies and/or groupings are examples of possible adjustments.

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Effective, Timely Assistance – SWT 2 &3/LAP

Our building conducts a LAP program that addresses reading, writing and mathematics, as well as readiness skills associated with these content areas. Students are identified for LAP and are rank ordered. Multiples measures are used to identify students for LAP including Dibels screener (Grades K-5), iReady (math and reading), SBA (math and reading Grades 3-5), Teacher Rating Scale (Grades K-5) and Trimester Skills Assessment (Kindergarten). Students with the greatest academic deficits in basic skills as identified by these assessments are served in LAP. The rank order lists are maintained at the building by the LAP Specialist and a

copy is uploaded to the LAP Google Drive folder at the beginning and end of the year.

Students receive LAP and ELL services during Walk to Read and Walk to Math. LAP and ELL students receive a minimum of 120 minutes a week of small group instruction during the Walk to Read and/or Walk to Math block. LAP, ELL and SPED teachers communicate regularly with the classroom teachers during PLCs and as needed to assure that small group instruction in reinforcing what is taught in the homeroom. Grade level teams collaborate with LAP, ELL and SPED teachers when planning Walk to Read and Walk to Math.

Reading: Students are progress monitored monthly using Dibels passages in Walk to Read. Kindergarten progress monitors letter naming fluency, first sound fluency, phoneme segmentation fluency and nonsense word fluency. First grade progress monitors phoneme segmentation fluency, nonsense word fluency and oral reading fluency. Second grade progress monitors nonsense word fluency (LAP) and oral reading fluency. Grades 3-5 progress monitors oral reading fluency. Additionally, the Beginning and/or Advanced Decoding Survey is administered to students when needed to identify needed instruction and/or to progress monitor those skills. Math: Students have weekly exit tickets in math that are used to inform Walk to Math groups. Grades 1-5 give monthly fact fluency assessments.

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Prioritized Challenges

ELA

In 2019, female 10.3% more of our female students demonstrated proficiency on the state ELA assessment than our male students. The scores were 70.8% and 60.3%, respectively.

The gap between Hispanic students and Asian students has widened on the state ELA assessment between 2017 and 2019. 73.5% percent of Asian students demonstrated proficiency in 2019 versus 50% of Hispanic students.

ELA assessment scores, based on the state assessment, have decreased in the past year from 70.5% (2018) to 65.9%.

The i-Ready diagnostic scores between Winter and Spring 2019 showed no difference in the level of intensive students, with both tests having 8% of our entire school population being intensive.

SMART Goal 1: The percentage of 3 rd, 4 th, and 5 th grade students meeting or exceeding standard on the state ELA assessment will increase at least 5% per year (2019-2022) from 70.9% in 2018 to 85.9% in 2022.

Math

Between 2017 and 2019, our overall math scores decreased from 71.2% to 69.1%, as measured by the state assessment (SBA).

In 2019, our white students outperformed our black students on the state math assessment by 41.8%, scoring 81.1% and 39.3%, respectively.

In 2019, our non-ELL students outperformed our ELL students on the state math assessment by 46.6%, scoring 76.6% and 30.0%, respectively.

In the 2018-2019 school year, our 4th and 5th graders showed the least growth in the i-Ready diagnostic, growing from 64% proficiency to 71% proficiency (7% growth) from Winter to Spring. Other grade levels grew between 16% and 30%.

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SMART Goal 2: The percentage of students in 3 rd, 4 th, and 5 th grade meeting or exceeding standard on the state math assessment will increase at least 5% per year (2019-2022) from 70.9% in 2018 to 85.9% in 2022.

Social Emotional

In 2019, we had an attendance rate of 87.8%.

The CEE data shows 25% of staff believe that there is an additional need for social/emotional support and professional development.

According to the CEE data, 23% of staff believe there is not a district framework for social/ emotional learning.

SMART Goal 3:Evergreen will work to positively support the social and emotional well-being of students. There will be a decrease in negative perceptual data from 25% to 10% from 2019-2022 measured using CEE

data.

SMART Goal 1:

The percentage of 3 rd, 4 th, and 5 th grade students meeting or exceeding standard on the state ELA assessment will increase at least 5% per year (2019-2022) from 70.5% in 2018 to 85.5% in 2022.

SMART Goal 2:

The percentage of students in 3 rd, 4 th, and 5 th grade meeting or exceeding standard on the state math assessment will increase at least 5% per year (2019-2022) from 67.8% in 2018 to 82.8% in 2022.

SMART Goal 3:

Evergreen will work to positively support the social and emotional well-being of students. There will be a decrease in negative perceptual data from 25% to 10% from 2019-2022 measured using CEE data.

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SMART Goal 1	
Subject Area: *English/Language Arts*	
Target Population: *(based on demographic, discipline and attendance data analysis)*	1) Students qualifying for ELL services 2) Students receiving Special Education services
Our Reality: (*based on assessment data analysis)*	Students qualifying for ELL services scored 28.5% lower on the state ELA assessment than our general population. Students qualifying for Special Education services scored 55% lower on the state ELA assessment than our general population.
Our SMART Goal: *(based on target population and your reality)*	**The percentage of 3rd, 4th, and 5th grade students meeting or exceeding standard on the state ELA assessment will increase at least 5% per year (2019-2022) from 70.5% in 2018 to 85.5% in 2022**

Action Plan

Action Step **SWT 2 & 3/LAP**	Implement building-wide strategies for collaborative conversations and classroom discussions including: ● Think-Pair-Share ● GLAD strategy - Heads Together ● Reciprocal Teaching (Year 2 and 3) ● Accountable Talk (Year 2 and 3)

Evidence of Implementation	Evidence of Impact	Leadership Responsibility	PD
August Building hours used to train staff on consistent use of collaborative conversations through GLAD strategies, Think-Pair-Share, Accountable Talk).	PD survey	Principal Asst. Principal BLT ELL Staff	Peter Lamb will provide professional development.
September-Mid-November Staff will meet monthly to reflect on how strategies were implemented in class and how to improve in the upcoming unit. Teachers will use the district pacing guide to implement vocabulary from Wonders.	In the following settings, review and analyze student performance results to determine intervention strategies for students below benchmark:	PLC team lead will take notes and report back at building leadership team meeting.	Bldg 28 hours

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SIP Template

	Admin Walk-Throughs Specialists team will meet weekly to review student and progress Quarterly data meetings Coffee, Tea and SIP PLC meeting - Data to be reviewed: ● i-Ready Reading baseline scores on Fall Diagnostic ● Results from Wonders ● assessments for vocabulary. ● i-Ready Growth report for Reading ● STAR	Principal/AP	
Mid-November- January Staff will meet monthly to reflect on how strategies were implemented in class and how to improve in the upcoming unit.	In the following settings, review and analyze student performance results to determine intervention strategies for students below benchmark:	PLC team lead will take notes and report back at building leadership team meeting. Principal/A P	Bldg 28 hours

January - BLT plans PD to be delivered at a staff meeting based on determined needs.	Admin Walk-Throughs Specialists team will meet weekly to review student and progress Quarterly data meetings Coffee, Tea and SIP PLC meeting - Data to be reviewed: • i-Ready Reading baseline scores on Fall Diagnostic • Results from Wonders • assessments for vocabulary. • i-Ready Growth report for Reading • STAR	BLT members	
February-April Staff will meet monthly to reflect on how strategies were implemented in class and how to improve in the upcoming unit.	Same As Above	PLC team lead will take notes and report back at building leadership team	Bldg 28 hours

		meeting. Principal/A P	

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April-June Staff will meet monthly to reflect on how strategies were implemented in class and how to improve in the upcoming unit. . Discuss successes/ challenges to determine need for future PD/create action plan for next year. Review SBA scores.	Same	PLC team lead will take notes and report back at building leadership team meeting. Principal/A P	Bldg 28 hours

Action Step **SWT 2 & 3/LAP**	Implement building-wide strategies to increase vocabulary development, including: ● Wonders vocabulary protocol (Year 2) ● Anita Archer's vocabulary routines (Year 2) ● GLAD vocabulary strategies (Year 2, 3)		
Evidence of Implementation	**Evidence of Impact**	**Leadership Responsibility**	**PD**
August Building hours used to train staff on consistent use of vocabulary routines through GLAD strategies.	Survey	Principal AP	Peter Lamb and ELL staff, will provide professional development.

September-Mid-November Staff will meet monthly to discuss successes and challenges with incorporating vocabulary routines to positively impact instruction. At BLT Meeting, discuss use of collaborative conversations in classrooms. Discuss successes/ challenges to determine need for future PD/create action plan for next year.	In the following settings, review and analyze student performance results to determine intervention strategies for students below benchmark: Admin Walk-Throughs Specialists team will meet weekly to review student and progress Quarterly data meetings Coffee, Tea and SIP PLC meeting -	Principal/AP BLT Team Principal/AP BLT Team	Bldg 28 hours

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	Data to be reviewed: ● i-Ready Reading baseline scores on Fall Diagnostic ● Results from Wonders ● assessments for vocabulary. ● i-Ready Growth report for Reading ● STAR		

Mid-November- January Staff will meet monthly to discuss successes and challenges with incorporating vocabulary routines to positively impact instruction. At BLT Meeting, discuss use of collaborative conversations in classrooms. Discuss successes/ challenges to determine need for future PD/create action plan for next year.	In the following settings, review and analyze student performance results to determine intervention strategies for students below benchmark: Admin Walk-Throughs Specialists team will meet weekly to review student and progress Quarterly data meetings Coffee, Tea and SIP PLC meeting - Data to be reviewed: - i-Ready Reading baseline scores on Fall Diagnostic - Results from Wonders - assessments for vocabulary. - i-Ready Growth report for Reading - STAR	Principal/AP Principal/AP	Bldg 28 hours

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SIP Template

February-April Staff will meet monthly to discuss successes and challenges with incorporating vocabulary routines to positively impact instruction. At BLT Meeting, discuss use of collaborative conversations in classrooms. Discuss successes/ challenges to determine need for future PD/create action plan for next year. Review ELPA 21 scores.	In the following settings, review and analyze student performance results to determine intervention strategies for students below benchmark: Admin Walk-Throughs Specialists team will meet weekly to review student and progress Quarterly data meetings Coffee, Tea and SIP PLC meeting - Data to be reviewed: ● i-Ready Reading baseline scores on Fall Diagnostic ● Results from Wonders ● assessments for vocabulary. ● i-Ready Growth report for Reading ● STAR	Principal/AP Principal/AP	Bldg 28 hours

April-June Staff will meet monthly to discuss successes and challenges with incorporating vocabulary routines to positively impact instruction. At BLT Meeting, discuss use of collaborative conversations in classrooms. Discuss successes/ challenges to determine need for future PD/create action plan for next year. Review SBA scores.	Same	Principal/AP Principal/AP	Bldg 28 hours

Alignment to District Improvement:

SMART Goal 2

Subject Area: *Math*	

Target Population: *(based on demographic, discipline and attendance data analysis)*	1) Students qualifying for ELL services 2) Students receiving Special Education services
Our Reality: (*based on assessment data analysis)*	Students qualifying for ELL services scored 15.3% lower on the state math assessment than our general population. Students qualifying for Special Education services scored 51.9% lower on the state math assessment than our general population.
Our SMART Goal: *(based on target population and your reality)*	**The percentage of students in 3 rd, 4 th, and 5 th grade meeting or exceeding standard on the state math assessment will increase at least 5% per year (2019-2022) from 67.8% in 2018 to 82.8% in 2022.**

Action Plan

Action Step **SWT 2 & 3/LAP**	Implement building-wide strategies for collaborative conversations and classroom discussions including: ● Think-Pair-Share ● GLAD strategy- Heads Together ● Success Criteria ● Accountable Talk (Year 2 and 3)

Evidence of Implementation	Evidence of Impact	Leadership Responsibility	PD

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SIP Template

August Building hours used to train staff on consistent use of collaborative conversations through GLAD strategies.	PD survey	Principal Asst. Principal BLT	Peter Lamb and ELL staff will provide professional development.
September-Mid-November Teacher discussion the first 5 minutes of PLC meetings to reflect on how Success Criteria strategies were implemented in class and how to improve for the upcoming week. At BLT meeting, discuss use of collaborative conversations in classrooms. Discuss success/failures to determine need for future PD.	Building Leadership Team - once a month Data Meeting quarterly PLC meeting - 1st of each month - review of student performance data. Purpose: Review of student performance results and determine intervention strategies for students below benchmark ● I-Ready Math baseline scores on Fall Diagnostic ● Results from assessments for vocabulary. ● Walkthrough data collection.	PLC team lead will take notes and report back at building leadership team meeting. Principal/AP	
Mid-November- January Teacher discussion the first 5 minutes of PLC meetings to reflect on how strategies were implemented in class and how to improve for the upcoming week. At BLT meeting, discuss use of collaborative conversations in classrooms. Discuss success/failures to determine need for future PD.	Same as above	PLC team lead will take notes and report back at building leadership team meeting. Principal/A	

		P	
January - BLT plans PD to be delivered at a staff meeting based on determined needs.		BLT members	

February-April Teacher discussion the first 5 minutes of PLC meetings to reflect on how strategies were implemented in class and how to improve for the upcoming week. Discuss use of collaborative conversations in classrooms. Discuss success/failures to determine need for future PD. Review ELPA 21 scores.	Same as above	PLC team lead will take notes and report back at building leadership team meeting. Principal/A P	
April-June Teacher discussion the first 5 minutes of PLC meetings to reflect on how strategies were implemented in class and how to improve for the upcoming week. Discuss use of collaborative conversations in classrooms. Discuss success/failures to determine need for future PD/create action plan for next year. Review SBA scores.	Same as above	PLC team lead will take notes and report back at building leadership team meeting. Principal/A P	

Action Step **SWT 2 & 3/LAP**	Implement building-wide strategies to increase vocabulary development, including: ● Anita Archer's math vocabulary routines (Year 2) ● GLAD strategies		
Evidence of Implementation	Evidence of Impact	Leadership Responsibility	PD

August Building hours used to train staff on consistent use of vocabulary routines through GLAD strategies.	Survey		Peter Lamb and ELL staff will provide professional development.

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September-Mid-November Staff will meet monthly to discuss successes and challenges with incorporating vocabulary routines to positively impact instruction. At BLT Meeting, discuss use of collaborative conversations in classrooms. Discuss successes/ challenges to determine need for future PD/create action plan for next year.	Building Leadership Team - once a month Data meetings- once in each trimester PLC meeting - 1st of each month - review of student performance data. Purpose: Review of student performance results and determine intervention strategies for students below benchmark ● I-Ready Math baseline scores on Fall Diagnostic ● Results from assessments for vocabulary. ● Walkthrough data collection.	Principal/AP Principal/AP	Bldg 28 hours

Mid-November- January l Staff will meet monthly to discuss successes and challenges with incorporating vocabulary routines to positively impact instruction. At BLT Meeting, discuss use of collaborative conversations in classrooms. Discuss successes/ challenges to determine need for future PD/create action plan for next year.	Same as above	Principal/AP Principal/AP	Bldg 28 hours

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February-April Staff will meet monthly to discuss successes and challenges with incorporating vocabulary routines to positively impact instruction. At BLT Meeting, discuss use of collaborative conversations in classrooms. Discuss successes/ challenges to determine need for future PD/create action plan for next year. Discuss ELPA 21 scores.	Same as above	Principal/AP Principal/AP	Bldg 28 hours
April-June Staff will meet monthly to discuss successes and challenges with incorporating vocabulary routines to positively impact instruction. At BLT Meeting, discuss use of collaborative conversations in classrooms. Discuss successes/ challenges to determine need for future PD/create action plan for next year. Discuss SBA scores.	Same as above	Principal/AP Principal/AP	Bldg 28 hours

Alignment to District Improvement:

SMART Goal 3

Subject Area:	
Target Population: *(based on demographic, discipline and attendance data analysis)*	1) Students qualifying for ELL services 2) Students receiving Special Education services
Our Reality: (*based on assessment data analysis)*	Based on CEE data, the perceptual data demonstrates a need for more training in social-emotional learning. 25% of staff believe the district is not supporting social/emotional learning.

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SIP Template

Our SMART Goal: *(based on target population and your reality)*	**Evergreen will work to positively support the social and emotional well-being of students. There will be a decrease in negative perceptual data from 25% to 10% from 2019-2022 measured using CEE data.**

Action Plan

Action Step **SWT 2 & 3/LAP**	Implement social-emotional learning curriculum, including: ● Daily character or Second Step lessons in all classrooms ● Regular classroom meetings in all classrooms

Evidence of Implementation	Evidence of Impact	Leadership Responsibility	PD
August: Character Counts Second Steps	BLT Meetings Decreased office referrals	Principal/AP Counselor	Bldg 28 hours: Dave Samuelson AP

September- November Second Step Monthly Grades k-5 taught by counselor Character Counts-teacher delivers lessons daily in the classroom. In October staff will complete the Universal Screener to determine students at risk for social emotional learning challenges.	Decreased office referrals Data Sheets (CICO) Data from Universal Screener. Staff surveys	AP, BIS, Counselor	Staff meetings
Mid-November- January *Check in, Check out* January update Universal Screener to determine if interventions (CICO) were successful. Use results to determine next steps with students that need additional support.	BLT Meetings Decreased office referrals Data Sheets (CICO) Data from Universal Screener	AP, BIS, Counselor	
February-April Second Step Monthly Grades k-5 taught by counselor Character Counts-teacher delivers lessons daily in the classroom.	BLT Meetings Decreased office referrals Data Sheets (CICO) Data from Universal Screener	AP, BIS, Counselor	

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April-June Second Step Monthly Grades k-5 taught by counselor Character Counts-teacher delivers lessons daily in the classroom.	BLT Meetings Decreased office referrals Data Sheets (CICO) Data from Universal Screener	AP, BIS, Counselor	

Planning and Implementation Calendar – SWT 2 & 3/LAP

Planning and Implementation Calendar for 2019 - 20

Month	Building 28+6	Staff Meetings	BLT Meetings	District/Wai	

	principal's hours			ver Days	
June					
August	GLAD training (7 Hours) Social Emotional Learning (7 Hours) Success Criteria training/ Math (7 Hours)				
September	Staff Discussion Sept. 25				
October	Staff GLAD Discussion Oct 23	Twice a month	BLT Oct.4	10/11 Waiver Day	
November	Staff GLAD Discussion Nov 27	Twice a month	BLT Nov. 1		
December	Staff GLAD Discussion Dec. 18	Twice a month	BLT Dec 6		
January	Staff GLAD Discussion Jan 22	Twice a month	BLT Jan 10		

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SIP Template

February	Staff GLAD Discussion FEb 26	Twice a month	BLT Feb 7		
March	Staff GLAD Discussion Mar 25	Twice a month	BLT March 6	3/9 Waiver Day	
April	Staff GLAD Discussion Apr 22	Twice a month	BLT April 3		

May	Staff GLAD Discussion May 27 or June 3	Twice a month	BLT May 1	5/4 Waiver Day	
June		Twice a month	BLT June 5		

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