WDE
School Improvement Plan Template

This template meets the requirements of federal and state statutes.
For technical assistance on how to complete this template, refer to the School Improvement Planning Guide.

Section 1: Building Data

School: Eastside Elementary	**Plan Date:** 9-28-2023
Principal: Karl Wells and Tina Searle	**District Approval Date (for TSI, WAEA, CSI):**
District: SCSD#1	**Current Identification***: Not Meeting Expectations*
District Representative: Jodie Garner	`

Section 2: Identify Priority Practices

Complete the High-Impact Domains and Practice reflection (see the "Completing the School Reflection" section beginning on page 4 of the SIP Guide) and engage in a collaborative discussion about your school's biggest areas of need. Based on your review of the reflection, record up to three priorities where improvement is needed immediately in the chart below. These are typically practices your team rated as "No Evidence of Implementation" or "Minimal Implementation."

Domain	Practice	School Reflection Rating
Domain 2: Data Informed Planning	C3. Data are routinely analyzed in multiple ways (by school, grade, class, student sub-group, etc.) and discussed amongst staff.	2.2- High Implementation

Domain 5: Instruction	E3. Classroom practices are used to promote self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. (e.g, Social Emotional Learning).	2.2- High Implementation

Section 3: Year-Long Plan

Based on your school's identified needs, what plan of action will you take in the coming school year? Record your plan for addressing each of the selected Priority Practices in the sections below.

Part 1: Practice Goals and Related Actions High-Impact Domain: Learning Support

Priority Practice #1: The school has scheduled time during the school day, and uses a systematic approach (e.g., MTSS) for prevention and intervention, to promptly address academic and behavioral issues for all students.

Practice Rationale *Provide an explanation for choosing this Practice, including* **why** *focusing on this Practice will impact student performance (WAEA indicators).*	Eastside Elementary is choosing this Practice to address all subject areas, and includes cross-curricular strategies yielding high effect size that will impact student performance. This also supports a multi-tiered system of support (MTSS)**.** This integrated, comprehensive structure includes core instruction, individual learning, and behavioral and social achievement. This also includes the RTI process, Special Education, our identified subgroup and support services for ELL learners.
Improvement Strategy ● *Explain The research-based strategy (or strategies)the school will implement to address this area of need.* ● *Explain how the strategies, in relation to the research, address the needs of your school's students.* ● *Explain how the strategy, in relation to the research, addresses the needs of your school's adult community members.*	● Hattie/Self-Reported Grades- Students have reasonably accurate understandings of their levels of achievement, typically formed from past experiences in learning. According to studies by Hattie, high school students had very accurate understandings of their achievement levels across all subjects, and were very knowledgeable about their chance of success. These expectations of success may become a barrier for some students as they may only perform to whatever expectations they already have of their ability. Effect Size (1.44) ● Hattie/Feedback- Feedback is most powerful when it is from the student to the teacher. When teachers seek feedback from students as to what students know, what they understand, where they make errors, when they have misconceptions, when they are not engaged- then teaching and learning can be synchronized and powerful. The most effective feedback forms provide cues or reinforcement to the learner, are in the

form of video, audio, or computer-assisted instruction feedback, or relate feedback to learning goals. The key is feedback that is received and acted upon by students. At best, each student receives moments of feedback in a single day. Programmed instruction, praise, punishment, and extrinsic rewards were the least effective forms of feedback for enhancing achievement. Providing feedback is not about giving rewards, but rather providing information about the task. Feedback is more effective when it provides information on correct rather than incorrect responses. Impact is highest when goals are specific and challenging but when task complexity is low. The art is to provide the right form of feedback at, or just above, the level where the student is learning. Feedback at the self or personal level, such as praise, is rarely effective. When feedback is combined with effective instruction in classrooms, it can be very powerful in enhancing learning.
Effect Size (.73)
- Student Self-Reported Grades
  - Self-reported grades come out at the top of all influences. Children are the most accurate when predicting how they will perform. Hattie explains that if he could write his book Visible Learning for Teachers again, he would re-name this learning strategy "**Student Expectations**" to express more clearly that this strategy involves the teacher finding out what are the student's expectations and pushing the learner to exceed these expectations. Once a student has performed at a level that is beyond their own expectations, he or she gains confidence in his or her learning ability. *Example for Self-reported grades: Before an exam, ask your class to write down what mark the student expects to achieve. Use this information to engage the student to try to perform even better.*
  - ***Hattie cites five meta-studies:***
    - *Mabe/West (1982): Validity of self-evaluation of ability* (Abstract)
    - *Fachikov/Boud (1989): Student Self-Assessment in Higher Education* (Abstract)
    - *Ross (1998): Self-assessment in second language testing* (Abstract)
    - *Falchikov/Goldfinch (2000): Student Peer Assessment in Higher Education* (Abstract)
    - *Kuncel/Crede/Thomas (2005); The Validity of Self-Reported Grade Point Averages, Class Ranks, and Test Scores* Abstr

- Data shows a need to focus on white subgroups in all grade levels, so we will address them explicitly in our PLC meetings, data teams discussions, student data binders

	• By having the students track their own progress, it creates ownership of goal achievement. The graphic representation of the student's progress can be highly motivating. • The electronic binder allows parents the ability to view their child's ongoing progress in all subject areas. • Special education staff, EL staff, interventionists and administration can view the digital data notebooks at any time to aid in collaboration across the grade levels and subject areas.
1-Year Adult Practice Goal *Provide a measurable goal aligned to the Practice.*	All students at Eastside Elementary will actively engage and reflect on their individual and personalized student data binders for reading and math to increase achievement to show proficiency in all standards. We expect to see a 10% increase schoolwide on our WYTOPP scores in math and reading. Teachers will measure student learning and growth through the use of our schoolwide electronic student data binders. Students will take ownership of their learning through self created SMART goals, charting of their growth, and reflection.
Impact on Performance Goals *Describe **how** the focus on this Practice will impact performance goals.*	By having teachers focus on power standards, targeted SMART goals, cross curricular teaching and learning, self-reporting grades and feedback, our students will show an increase in their academic scores and ownership of their learning.

Action Plan for Priority Practices #1

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
Teachers will set up electronic student binders and share them with their students	August 16 - September 7	Electronic template of data binder	Student created SMART goals will drive how they chart their growth through exit tickets, assignments, common and/or formative assessments
Students will create data driven SMART goals in ELA and math with teacher guidance	2023-24 school year	Exit tickets, grade level standards, common assessments, WYTOPP Blueprints for math and reading, WYTOPP Modulars, Authoring Tool, WYTOPP scores	Increased scores in common assessments, exit tickets, WYTOPP scores.

Student reflections will take place on a regular basis based on goals with teacher led structures	2023-24 school year	Electronic binders and SMART goals	Increased scores in common assessments, exit tickets, WYTOPP scores.

Self-Reporting Grades - Students will share their electronic binder at Parent Teachers Conferences	Fall and Spring Parent Teacher Conferences	Electronic binders and SMART goals	Using personal digital data notebooks, students will have ownership of showing their learning and growth during Parent-Teacher conferences.
Ongoing student-teacher conferencing regarding SMART goals and data binders.	2023-24 school year	Electronic binders and SMART goals	Increased scores in common assessments, exit tickets, WYTOPP scores.
Parent training on student data binders	2023-24 school year	SIG Funds Electronic binders and SMART goals	Parent involvement
Staff training on student data binders (6th & 5th grade students helping 4th grade - Buddy system)	2023-24 school year	Electronic binders	4th grade students successful in writing SMART goals in their individual data binder
Staff training on data driven PLC	2023-24 school year	PD by data driven presenter	PLC meetings will run a successful data driven PLC meeting
Two PLC meetings scheduled each month to review student data through data teams	2023-24 school year	Teachers come to PLC prepared with student data already entered	PLC agendas, students skills identified and monitored

High-Impact Domain: Instruction
Priority Practice #2: E3: Classroom practices are used to promote self-awareness, self-management, social awareness, relationship skills, and responsible decision-making (Learning Scientists, CASEL)

Practice Rationale *Provide an explanation for choosing this Practice, including **why** focusing on this Practice will impact student performance (WAEA indicators).*	Our school has chosen this priority practice to increase student learning in all subject areas for all subgroups. This practice will support all students in our school socially and emotionally so they are truly ready to learn each day.
Improvement Strategy ● *Explain the research-based strategy (or strategies) the school will implement to address this area of need.* ● *Explain how the strategies, in relation to the research, address the needs of your school's students.* ● *Explain how the strategy, in relation to the research, addresses the needs of your school's adult community members.*	Hattie Strategy- **Teacher/Student Relationships** Teachers at Eastside Elementary will learn and implement the Hattie Strategy- Teacher/Student Relationships. Student surveys will be completed monthly and then discussed at PLC meetings. This strategy allows for more person-centered teachers, there is more engagement, more respect of self and others, fewer resistant behaviors, greater non-directivity (student initiated and student regulated activities), and higher achievement outcomes. Teachers facilitate students' development by demonstrating that they care for the learning of each student as a person (which sends a powerful message about purpose and priority), and empathizing with students. From high to low in effect size, 9 teacher-student relationship variables are non-directivity, empathy, warmth, encouragement of higher order thinking, and encouragement. Rules and Procedures involved stated expectations regarding behavior and well-articulated rules and procedures that were negotiated with students.
1-Year Adult Practice Goal *Provide a **measurable goal** aligned to the Practice.*	All staff at Eastside Elementary implement the Hattie Strategy- teacher/ Student Relationships. Student surveys will be completed quarterly and discussed at PLC meetings and staff meetings. We will address areas of celebrations and needed growth as a school community.
Impact on Performance Goals *Describe **how** the focus on this Practice will impact performance goals.*	This practice has a .72 Effect Size based on Hattie's Meta-Analysis from his book Visible Learning. This adult priority practice is intended to make a positive impact on all students, causing a decrease in discipline referrals. Students who feel they have a positive relationship with their teachers are more likely to feel positive about school, are more willing to work hard, take positive chances, and ask for help when needed. Strong teacher/ student relationships are the fundamental basis for successful behavior management.

Action Plan for Priority Practice #2

Action Items	Timeline	Resources Needed	Plan for Measuring Impact/Implementation
PLC teams will focus on promoting student self-awareness, self-reflection and the Hattie Strategy-Teacher/ Student Relationships	2023-24 school year	Planbook lessons to promote student advocacy, PLC meeting minutes, surveys	Student and teacher school based surveys, climate survey at the District level
Social/emotional Support- school counselors will continue to teach Second Step lessons around various social skills topics pertinent to the needs of the school/students.	2023-24 school year	Planbook lessons, PLC meeting minutes	Second Step lesson plans in Planbook, student feedback in class, student observations
Monthly Advocacy Groups and Weekly Peer Mentoring Program	2023-24 school year	Training for all mentors, student roster, counselor and social worker guidance	Student and Mentor survey to show effectiveness of the programs, staff discussions around observations of the growth and relationships
Classroom Management survey will be sent to students for feedback	Second Quarter	Online Google Survey	Teacher/PLC will review and reflect on the survey and make adjustments based on the data
Teacher/Student connections survey will be sent to students for feedback	Third Quarter	Online Google Survey	Journal logs,Teacher/PLC will review and reflect on the survey and make adjustments based on the data
Teachers will celebrate and contact every family at least once during the fourth quarter	Fourth Quarter	Postcards, phone calls, parentsquare	Teacher/PLC will review feedback from family contact

Part 2: Student-Focused Performance Goals

Fill in your school's performance goals for each category that is required (based on your school's designation). To determine ambitious, achievable goals, review the data you recorded in the School Improvement Plan Guide **DATA COLLECTION TEMPLATE**.

WAEA School Performance Goals

	1 Year Performance Goal (insert a numeric goal)
WAEA Weighted Average Indicator Score (0.0-3.0)	1.5
Achievement (Numeric value)	51
Growth (Numeric value)	48
Equity (Numeric value)	48
EL Progress (Numeric value)	36
For High Schools Only	
Extended Graduation Rate (Numeric value)	
Post-Secondary Readiness (Numeric value)	
Grade Nine Credits (Numeric value)	

ESSA School Performance Goals

	1 Year Performance Goal (insert a numeric goal)
ESSA Average Indicator Score (0.0-3.0)	1.5
Achievement (Numeric value)	47.7
Growth (Numeric value)	47.1
Equity (Numeric value)	47.5
EL Progress (Numeric value)	27.7
For High Schools Only	
Four year on-time graduation rate (Numeric value)	
Post-Secondary Readiness (Numeric value)	

Section 4: Plan Submission

Part 1: Plan Summary

Fill in the table below with information from Section 4, Part 1 (Practice Goals and Related Actions) to provide a snapshot of your team's priority practice(s) and associated goal(s).

Priority Practice	Associated High-Impact Domain	Current School Reflection Rating	Practice Goal

Learning Support	C2. Data are routinely analyzed in multiple ways (by school, grade, class, student sub-group, etc.) and discussed amongst staff.	2.2- High Implementation	All students at Eastside Elementary will actively engage and reflect on their individual and personalized student data binders for reading and math to increase achievement to show proficiency in all standards. We expect to see a 10% increase schoolwide on our WYTOPP scores in math and reading. Teachers will measure student learning and growth through the use of our schoolwide electronic student

			data binders. Students will take ownership of their learning through self created SMART goals, charting of their growth, and reflection.
Instruction	E3. Classroom practices are used to promote self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. (e.g, Social Emotional Learning).	2.2- High Implementation	All staff at Eastside Elementary will learn and implement the Hattie Strategy- teacher/ Student Relationships. Student surveys will be completed quarterly and discussed at PLC meetings and staff meetings. We will address areas of celebrations and needed growth.

Part 2: Plan Contributors

Provide the names and roles of the individuals who contributed to the creation of this plan in the tables below.

Leadership Team Member Name	Role
Karl Wells	Principal
Tina Searle	Principal
Elizabeth Bramwell	6th grade ELA/ Social Studies teacher
Keeri Walter	4th grade teacher
Tracey Burton	5th grade teacher
Scott Pies	ELL Teacher
Mary Johnson	Media Specialist
Crystal Wells	ABP Teacher
Jenniferr Tedder	Parent
Brittany Boschetto	Parent

District School Improvement Representative Name	Position
Jodie Garner	Chief Academic Officer