# 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

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|---|---|
| **School:** Eastside Elementary | **Plan Date:** 9-28-2022 |
| **Principal:** Karl Wells and Tina Searle | **District Approval Date (for TSI, WAEA, CSI):** |
| **District:** SCSD#1 | **Current Identification** *(Exceeding Expectations, Meeting Expectations, Partially Meeting Expectations, Not Meeting Expectations):* **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 | C2. Data are routinely analyzed in multiple ways (by school, grade, class, student sub-group, etc.) and discussed amongst staff. | 2.2- High Implementation |

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| 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.

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| **Practice Rationale**<br><br>*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 (data shows 4th grade; white and IEP students) and support services for EL learners. |
| **Improvement Strategy**<br>● *Explain the research-based strategy (or strategies) the school will implement to address this area of need.*<br>● *Explain how the strategies, in relation to the research, address the needs of your school's students.*<br>● *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 are 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)<br>● 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 focusing on the IEP and white subgroups in all grade levels, so we will address them explicitly in our PLC meetings, data teams discussions, student data binders

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| | • By having the student's track their own progress, it creates ownership of goal achievement. The graphic representation of the student's progress can be highly motivating.<br>• The electronic binder allows parents the ability to view their child's ongoing progress in all subject areas.<br>• 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**<br>*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.<br>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**<br>*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 17-September 1 | 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 | 2022-23 school year | Exit tickets, grade level standards, common assessments, WYTOPP Blueprints for math and reading, modulars, WYTOPP scores | Increased scores in common assessments, exit tickets, WYTOPP scores. |
| Student reflections will take place on a regular basis | 2022-23 school year | Electronic binders and SMART goals | Increased scores in common assessments, exit tickets, WYTOPP scores. |

| based on goals with teacher led structures using Self-Reporting Grade | | | |
|---|---|---|---|
| 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. | 2022-23 school year | Electronic binders and SMART goals | Increased scores in common assessments, exit tickets, WYTOPP scores. |

**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_)

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| **Practice Rationale**<br>*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 social/emotionally so they are truly ready to learn each day. |
| **Improvement Strategy**<br>● *Explain the research-based strategy (or strategies) the school will implement to address this area of need.*<br>● *Explain how the strategies, in relation to the research, address the needs of your school's students.*<br>● *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.<br>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.<br>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**<br>*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. |
| **Impact on Performance Goals**<br>*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.<br>This adult priority practice is intended to make a positive impact on all students, causing a decrease in discipline referrals.<br>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 | 2022-23 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. | 2022-23 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 | 2022-23 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 |

**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) | 60 |
| **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) | 48 |
| Growth (Numeric value) | 48 |
| Equity (Numeric value) | 48 |
| EL Progress (Numeric value) | 50 |
| **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 |
| Tonja Vessels | 6th grade math/science teacher |
| Joeleen Levenson | 4th grade teacher |
| Tracey Burton | 5th grade teacher |

| District School Improvement Representative Name | Position |
|---|---|
| Jodie Garner | Chief Academic Officer |