

Anacortes School District - Fidalgo School Improvement Plan, 2019-2020

School:	Fidalgo Elementary School
School Year:	2019-20
Vision:	Fidalgo Elementary School Vision Caring, inspired, productive lifelong learners
Mission:	Fidalgo Elementary School Mission We educate all students to realize their individual potentials and contribute to their community
Hope Pledge:	Fidalgo Elementary School Pledge I am a confident Fidalgo Falcon. I am caring, smart and creative. I achieve my goals through effort. I am inspired by my hopes and dreams. I have ideas for the future. I am capable of success – Yes, I am!
Beliefs:	ASD Beliefs <ul style="list-style-type: none"> ● We believe that each child has tremendous potential and is worthy of our best effort. ● We provide a safe environment where students can thrive and know they are valued. ● We believe that quality instruction is essential to student success. We deliver educational experiences that challenge, empower, build character, and foster a love of learning. ● We believe in powerful, positive relationships. We foster strong connections among and between students, staff, families, and community. ● We believe in being bold. We create an environment where innovation matters and students learn from taking risks. ● We believe in hope. We build school cultures where students are fully engaged in the present, excited for the future, and committed to helping others. ● We believe in opportunity. We provide a dynamic, well-rounded education that builds a foundation for what students choose to do in life and who they become.

Fidalgo Charter

To feel optimistic and inspired, we will:

- Be mindful of negativity. Be strength-based. Assume the best.
- Have Fun! Use humor!
- Problem-solve/share what works

To feel valued and supported, we will:

- Be helpful and ask for help/recognize contributions
- Collaborate as active listeners with equal voices
- Go to the source

To feel effective, we will:

- Know the big picture and work towards it
- Be reflective
- Practice self-care and care for others

Leadership Team:

Patty Johnson - representing K-1
Mindy Fisher - representing 2-3
Jon Sheriff - representing 4-5
Courtney Miner - representing Specialists
Hope Odendahl - representing classified
Tara Dowd - principal

SIP Goal

2019 Update on Fidalgo SIP ELA and Math Goals:

In the ASD Strategic Plan, under the Quality Instruction and Curriculum Pillar, a 5-year ASD goal for student improvement was set in 2017: by 2022, the district's combined score, students meeting standard in grades 3-5 ELA and math, will be 85%.

Given this established ASD Goal, we have aligned our Fidalgo School Improvement Goal by calculating the yearly incremental increases that Fidalgo will need to make in order to meet the ASD 2022 goal. For Fidalgo, this will require a 2.5 increase each year, as shown below:

Spring	Fid Goal to be on point for ASD 5 Yr. Goal*	Fid Actual*	ASD Actual*	Results of Fidalgo 2018-19 SIP Goal: <ul style="list-style-type: none"> ● 4.3 below our goal for this year ● increase of .4 from prior year
2017	N/A	Baseline: 75.1%	Baseline: 69.27%	
2018	75%	72.8%	69.4%	
2019	77.5%	73.2%	70.85%	
2020	80%			
2021	82.5%			
2022	85% - ASD 5 Yr. Goal			

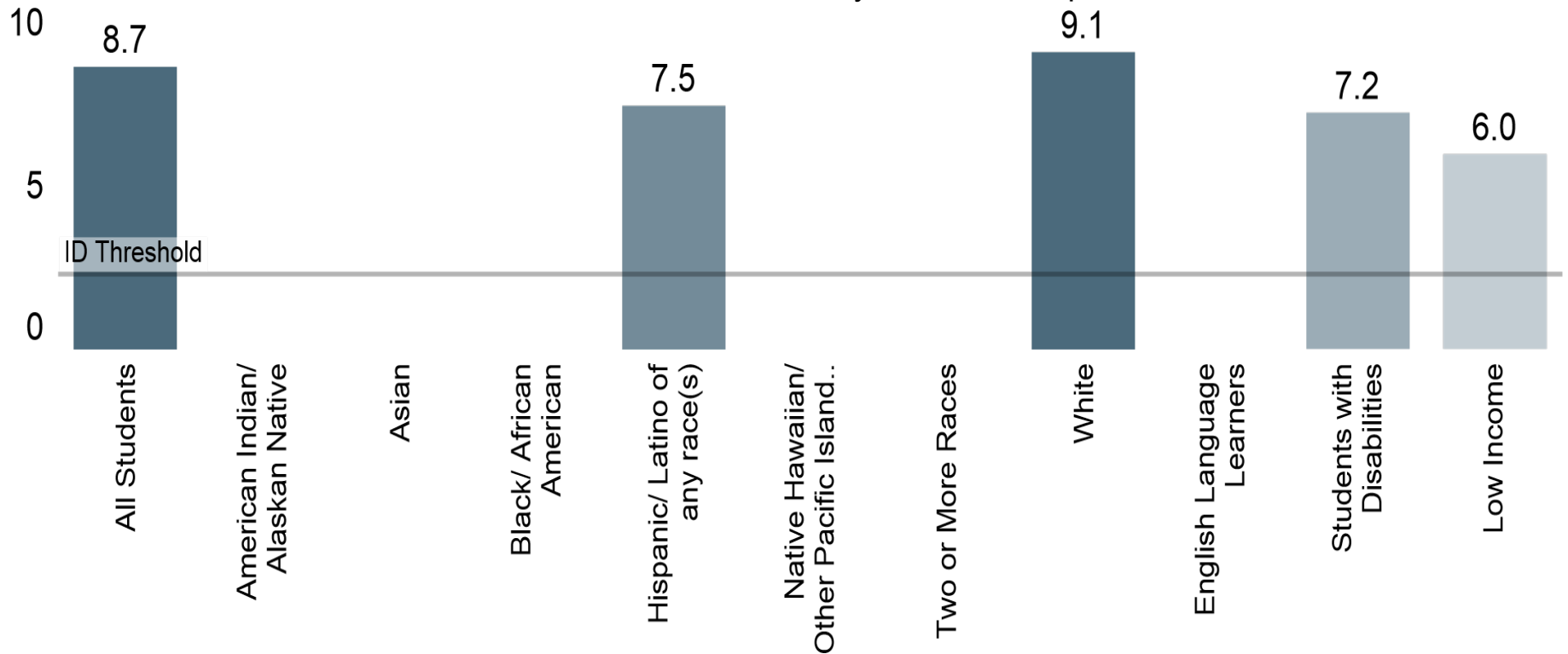
*Combined score in 3-5th ELA and Math

The **Washington School Improvement Framework**, shown below, represents 4 years of continuously enrolled students, disaggregated by student groups. For the most part, Fidalgo ranks in the grey to dark grey, which is favorable:

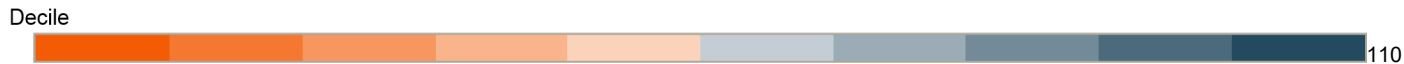
WSIF Summary for Fidalgo Elementary

2016-2018

Overall Framework Score by Student Group



Missing Data? [Click here to find out why](#) *



WSIF Details for Fidalgo Elementary

2016-2018

Measures by Student Group

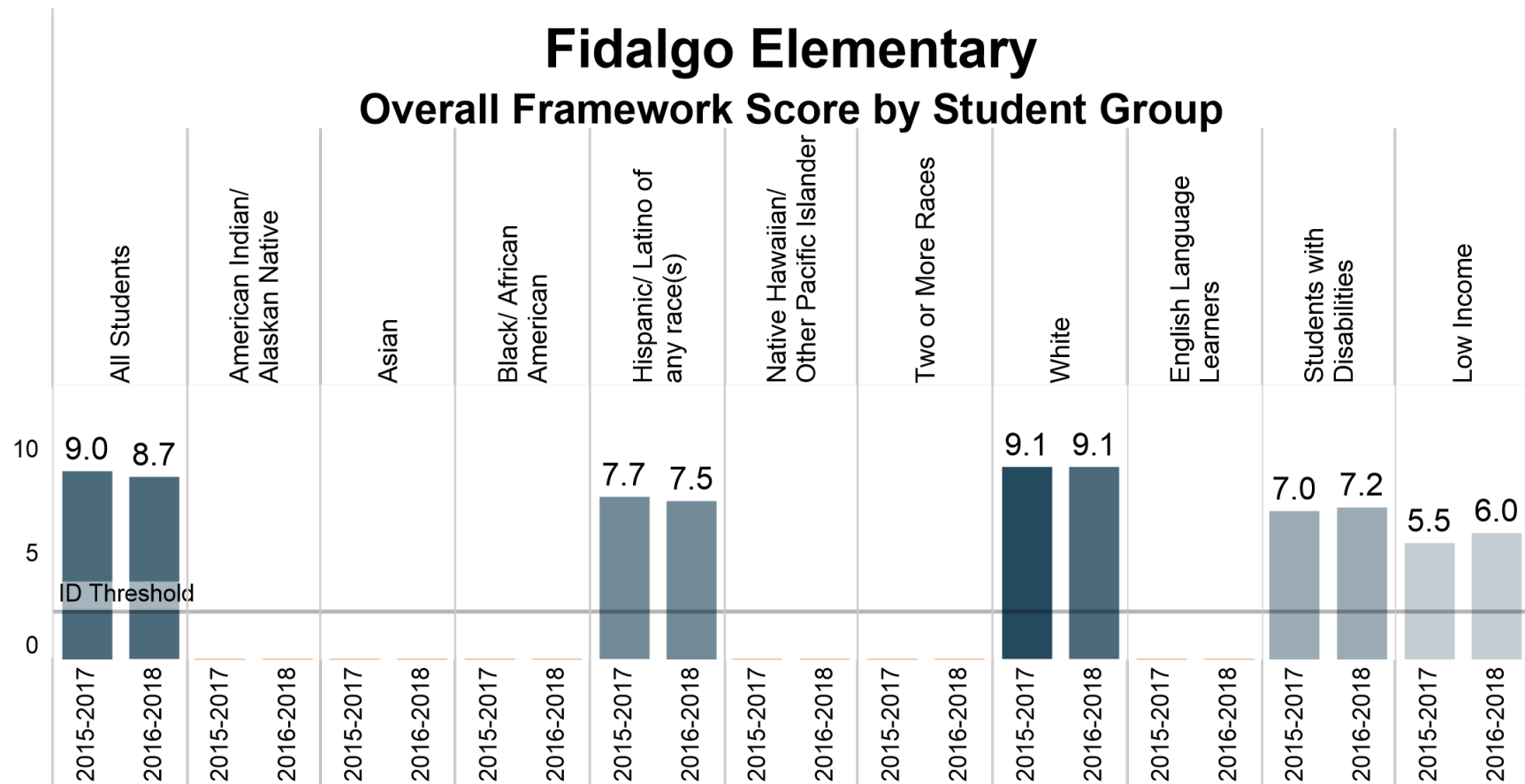
	All Students	American Indian/ Alaskan Native	Asian	Black/ African American	Hispanic/ Latino of any race(s)	Native Hawaiian/ Other Pacific Islander	Two or More Races	White	Low Income	English Language Learners	Students with Disabilities
ELA Proficiency Rate	74.9%		85.2%		60.9%		70.0%	77.7%	57.2%		51.0%
Math Proficiency Rate	70.6%		77.8%		49.5%		45.0%	75.8%	48.8%		52.5%
ELA Median SGP	59				58			59	52.5		58
Math Median SGP	58				57			58.5	51.5		57
Graduation Rate											
EL Progress Rate*											
Regular Attendance Rate	93.0%				93.2%		82.5%	93.3%	88.0%		90.9%
Ninth Grade On Track Rate											
Dual Credit Rate											
Final Score											

*The EL Progress measure only applies to students who are English Learners

Deciles



WSIF Trend Data for Fidalgo Elementary Overall Framework Score by Student Group



Missing Data? [Click here to find out why](#) *



This Trend Data over time chart shows that Fidalgo continues to rate in the grey to dark grey in disaggregated groups, which is favorable. We also celebrate a nice gain from 5.5 to 6.0 in the low-income category from 2015/17 to 2016/18. This is especially noteworthy since our students qualifying for free or reduced meals has increased from 2015 to present. In fact, as of the 2018-2019 school year, Fidalgo has the highest rate of students served by the Free and Reduced Lunch Program when compared to the other Anacortes K-5 elementary schools.

Additional Driving Data

Driving Data I - SBAC Current and Historical Data (not exact/continuously enrolled students - includes new and withdrawn students)
Meeting Standard in Grades 3, 4, 5 - State ELA, Math, and Science Data

ELA SBAC - % proficient															
	2014-15			2015-16			2016-17			2017-18			2018-19		
	Fid	ASD	WA	Fid	ASD	WA	Fid	ASD	WA	Fid	ASD	WA	Fid	ASD	WA
Gr. 3	76.4%	72.5%	52.1%	73%	69.5%	54.3%	74.2%	69.2%	52.6%	60.1%	61.1%	55.5%	67.8%	70.9%	55.4%
Gr. 4	67.5%	67.7%	54.6%	67.3%	69.6%	57%	75.6%	69.3%	55.2%	73.9%	71.8%	57.3%	69.6%	60.7%	56.9%
Gr. 5	58.6%	65.3%	57.6%	78.3%	71.2%	60.1%	79.6%	72.4%	58.6%	82.3%	75.6%	59.2%	72.2%	76.9%	60.4%

MATH SBAC - % proficient															
	2014-15			2015-16			2016-17			2017-18			2018-19		
	Fid	ASD	WA	Fid	ASD	WA	Fid	ASD	WA	Fid	ASD	WA	Fid	ASD	WA
Gr. 3	78.4%	69.5%	56.7%	75.6%	62.7%	58.9%	67.1%	65.3%	57.8%	71.7%	68.8%	57.5%	71.2%	74.9%	58%
Gr. 4	72.9%	66.3%	54%	90.1%	70.6%	55.4%	78.2%	69.8%	54.3%	73.9%	70.8%	53.8%	79.7%	69.7%	54%
Gr. 5	50%	47.2%	48.1%	57.3%	58.6%	49.2%	75.9%	70.4%	48.6%	74.9%	67.5%	48.5%	78.9%	72%	48.3%

SCIENCE - % proficient - (MSP 2015-2017, WCAS as of 2017-18)															
	2014-15			2015-16			2016-17			2017-18			2018-19		
	Fid	ASD	WA	Fid	ASD	WA	Fid	ASD	WA	Fid	ASD	WA	Fid	ASD	WA
Gr. 5	65.2%	69.4%	63.4%	77.3%	74%	65.3%	75.9%	76.3%	63.4%	74.9%	69.4%	55.1%	70.4%	69.7%	46.7%

SBAC Analysis: Our spring 2019 SBAC testing provides a fifth year of data to compare to baseline data from the first year of SBAC (Spring 2015).

General Observations

In spring 2019,

- Fidalgo outperformed the state in all grades and subjects by 10 to 30 points.

Some of Fidalgo's strongest areas were:

4th grade math - outperforming the state by 25.7 points

5th grade math - outperforming the state by 30.6 points

5th grade science - outperformed the state by 23.7 points

- Fidalgo outperformed the district in several areas, and was within 5 points of the district in the areas that we were under.

Cohort gains/losses data

- The SBAC data is color-coded to represent cohort data. A caution regarding this cohort data is that each year at any given grade level we have students register and withdraw, so this is not exact cohort data.

We had some marked cohort gains:

ELA 3rd to 4th gain (60.1% to 69.6%)

Math 3rd to 4th gain (71.7% to 79.7%)

Math 4th to 5th gain (73.9% to 78.9%)

We had one cohort loss, but it was slight:

ELA 4th to 5th loss (73.9% to 72.2%)

Driving Data II – Progress to Close the Achievement Gap - FREE AND REDUCED LUNCH SBAC Current and Historical Data
(not exact/continuously enrolled students - includes new and withdrawn students)

ELA SBAC - % proficient – Low Income															
	2014-15			2015-16			2016-17			2017-18			2018-19		
	Fid	ASD	WA	Fid	ASD	WA	Fid	ASD	WA	Fid	ASD	WA	Fid	ASD	WA
Gr. 3	71.4%	51.7%	36%	50%	46.4%	38%	63.1%	51.7%	35.6%	39.3%	42.5%	39.3%	50%	55.1%	TBD
Gr. 4	39.1%	48.4%	37.9%	60%	46.2%	40%	56.5%	42.4%	37.9%	47.5%	47.6%	41.2%	52.9%	41.4%	TBD
Gr. 5	21.4%	47.5%	41.4%	65%	50%	44%	83.3%	56%	41.2%	76.4%	62.4%	42.7%	44.4%	54.1%	TBD

MATH SBAC - % proficient – Low Income															
	2014-15			2015-16			2016-17			2017-18			2018-19		
	Fid	ASD	WA	Fid	ASD	WA	Fid	ASD	WA	Fid	ASD	WA	Fid	ASD	WA
Gr. 3	57.1%	45.6%	28.9%	50%	38%	44%	68.4%	44.6%	42.1%	57%	49.2%	42%	50%	56.5%	TBD
Gr. 4	43.4%	42.4%	38.1%	*	45%	39%	52.1%	42.4%	38%	52.3%	41.5%	37.8%	67.6%	55.7%	TBD
Gr. 5	50%	33.8%	31.5%	25%	30%	33%	58.3%	40%	31.1%	58.7%	42.1%	32%	70.6%	43.3%	TBD

*suppressed by OSPI to protect student privacy (very low number of F/R students)

SCIENCE - % proficient - (MSP 2015-2017, WCAS as of 2017-18) – Low Income															
	2014-15			2015-16			2016-17			2017-18			2018-19		
	Fid	ASD	WA	Fid	ASD	WA	Fid	ASD	WA	Fid	ASD	WA	Fid	ASD	WA
Gr. 5	42.8%	59.3%	47.9%	55%	49.2	TBD	58.3%	54%	TBD	52.8%	48.3%	37.9%	47.1%	41.7%	TBD

% Students on Free and Reduced Lunch														
2014-15			2015-16			2016-17			2017-18			2018-19		
Fid	ASD	WA	Fid	ASD	WA	Fid	ASD	WA	Fid	ASD	WA	Fid	ASD	WA
29.1%	29.7%	45%	28.4%	27.6%	44%	28.3%	26.2%	42.9%	28%	25.9%	42.4%	31.4%	26.5%	46.3%

Analysis of Driving Data III - Progress to Close the Achievement Gap

I am trying to locate WA F/R passage rate by grade level for this year as it is not available on the new OSPI website. This information will be helpful for analysis purposes.

Cohort gains/losses data for Low Income population:

- The SBAC data is color-coded to represent cohort data. A caution regarding this cohort data is that each year at any given grade level we have students register and withdraw, so this is not exact cohort data.

We had some marked cohort gains with our Low Income population:

ELA Low Income 3rd to 4th gain (39.3% to 52.9%)

Math Low Income 3rd to 4th gain (57% to 67.7%)

Math Low Income 4th to 5th gain (52.3% to 70.6%)

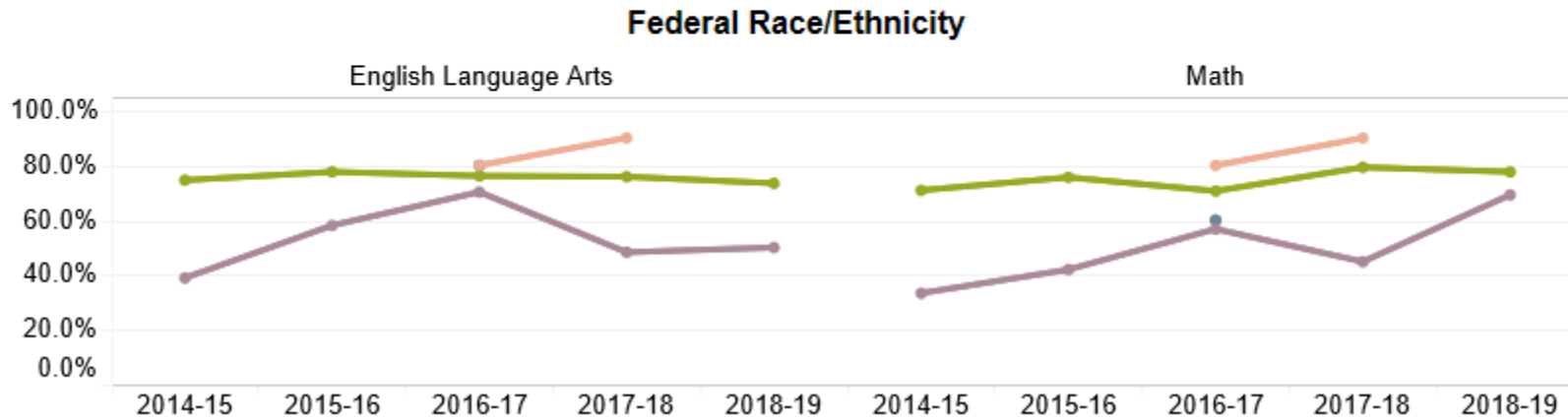
We had one cohort loss in our Low-Income population, but it was small:

ELA Low Income 4th to 5th loss (47.5% to 44.4%)

Driving Data IV – Federal Race/Ethnicity

Fidalgo Elementary

American Indian/ Alaska... Black/ African American Native Hawaiian/ Other ... White
Asian Hispanic/ Latino of any r... Two or More Races



Analysis of Driving Data IV Federal Race/Ethnicity Results

- From 2015 to 2019, the achievement gap at Fidalgo between Hispanic/Latino students and white students has narrowed in both ELA SBAC and Math SBAC.
- Hispanic/Latino students made a significant improvement from 2018 to 2019 on the Math SBAC, almost closing the achievement gap.

Driving Data V - Multiple Measures

Comparisons Across Assessments – Fidalgo Spring 2019 Passage Rates and Grade Level Makeup Information

The ASD Five Year Goal uses the SBAC, which only measures our 3rd through 5th grade students. To check in on our K-2 students, and to provide a second data point, Spring MAP and Running Records scores are added below. I have also provided information about grade level makeup of students.

	Running Records Spring 2019	MAP Reading Spring 2019	SBAC ELA Spring 2019	MAP Math Spring 2019	SBAC Math Spring 2019	New Enrollees 2018-19	% Sped*	% F/R	Boys	Girls
K	N/A	71%	N/A	76%	N/A	all	3%	44%	16	18
1st	82%	70%	N/A	77%	N/A	27	4%	26%	33	24
2nd	80%	82%	N/A	76%	N/A	5	11%	22%	30	25
3rd	70%	72%	67.8%	74%	71.2%	11	11%	33%	34	23
4th	81%	73%	69.6%	80%	79.7%	16	9%	35%	44	36
5th	85%	81%	72.2%	81%	78.9%	9	10%	21%	38	32
*does not include Speech only									194	158

Analysis of Driving Data III - Multiple Measures

- Students tend to perform better on Reading MAP and RR than on ELA SBAC, however Math MAP and Math SBAC are closely aligned.
- There appears to be some inconsistency between grade levels in terms of how aligned Reading MAP and RR scores are.

Driving Data VI - Achievement Gap: Targeted Students

Closing the Gap - Improvement of Targeted Students 2018-19 (Targeted Students scored <45% on the Fall 2018 Reading MAP)

Fidalgo Achievement Gap Data for 2018-19 - Student growth data for 94 targeted K-5 students (students below 45% on Fall 2018 Reading MAP), shows that:

- 65 of these targeted students schoolwide achieved more than one year's growth,
- 47 were at grade level by spring 2019 on one or more measures (MAP, SBAC and/or RR).
- 23 at risk – did not make any of the above achievements

# Targeted Students in K	Made over a year's growth (RIT Projected Growth)	45% or above on Spr 2019 Reading MAP	At risk: Did not reach either of these (RIT or MAP)	
10	7	6	3	

# Targeted Students in 1st	Made over a year's growth (RIT Projected Growth)	45% or above on Spr 2019 Reading MAP	At grade level on Run. Rec. Spring 2019, but not MAP	At risk: Did not reach any of these (RIT, MAP, or RR)
20	14	5	4	4

# Targeted Students in 2 nd	Made over a year's growth (RIT Projected Growth)	45% or above on Spr 2019 Reading MAP	At grade level on Run. Rec. Spring 2019, but not MAP	Did not reach any of these (RIT, MAP, SBAC, or RR)
18	13	8	3	3

# Targeted Students 3 rd	Made over a year's growth (RIT Projected Growth)	45% or above on Spr 2019 Reading MAP, and/or passed ELA SBAC Spr. 2019	At grade level on Run. Rec. Spring 2019, but not MAP or SBAC	Did not reach any of these (RIT, MAP, SBAC, or RR)
16	10	8	0	5

# Targeted Students in 4 th	Made over a year's growth (RIT Projected Growth)	45% or above on Spr 2019 Reading MAP, and/or passed ELA SBAC Spr. 2019	At grade level on Running Records Spring 2019, but not MAP or SBAC	At risk: Did not reach any of these (RIT, MAP, SBAC, or RR)
17	12	5	1	5

# Targeted Students in 5 th	Made over a year's growth (RIT Projected Growth)	45% or above on Spr 2019 Reading MAP, and/or passed ELA SBAC Spr. 2019	At grade level on Running Records Spring 2019, but not MAP or SBAC	At risk: Did not reach any of these (RIT, MAP, SBAC, or RR)
13	9	6	1	3

Closing the Gap - Improvement of Targeted Students 2019-20 (Targeted Students scored <45% on the Fall 2019 Reading MAP)

Fidalgo Achievement Gap Data for 2019-20 - Student growth data for 94 targeted K-5 students (students below 45% on Fall 2018 Reading MAP), shows that:

- TBD Spring 2020 - of these targeted students will achieve more than one year's growth,
- TBD Spring 2020 – of these targeted students will be at grade level on one or more measures (MAP, SBAC and/or RR).

# Targeted Students in K	Made over a year's growth (RIT Projected Growth)	45% or above on Spr 2020 Reading MAP	At risk: Did not reach either of these (RIT or MAP)
23	TBD Spring 2020	TBD Spring 2020	TBD Spring 2020

# Targeted Students in 1st	Made over a year's growth (RIT Projected Growth)	45% or above on Spr 2020 Reading MAP	At grade level on Run. Rec. Spring 2020, but not MAP	At risk: Did not reach any of these (RIT, MAP, or RR)
23	TBD Spring 2020	TBD Spring 2020	TBD Spring 2020	TBD Spring 2020

# Targeted Students in 2 nd	Made over a year's growth (RIT Projected Growth)	45% or above on Spr 2020 Reading MAP	At grade level on Run. Rec. Spring 2020, but not MAP	Did not reach any of these (RIT, MAP, SBAC, or RR)
14	TBD Spring 2020	TBD Spring 2020	TBD Spring 2020	TBD Spring 2020

# Targeted Students 3 rd	Made over a year's growth (RIT Projected Growth)	45% or above on Spr 2020 Reading MAP, and/or passed ELA SBAC Spr. 2020	At grade level on Run. Rec. Spring 2020, but not MAP or SBAC	Did not reach any of these (RIT, MAP, SBAC, or RR)
16	TBD Spring 2020	TBD Spring 2020	TBD Spring 2020	TBD Spring 2020

# Targeted Students in 4 th	Made over a year's growth (RIT Projected Growth)	45% or above on Spr 2020 Reading MAP, and/or passed ELA SBAC Spr. 2020	At grade level on Running Records Spring 2020, but not MAP or SBAC	At risk: Did not reach any of these (RIT, MAP, SBAC, or RR)
16	TBD Spring 2020	TBD Spring 2020	TBD Spring 2020	TBD Spring 2020

# Targeted Students in 5 th	Made over a year's growth (RIT Projected Growth)	45% or above on Spr 2020 Reading MAP, and/or passed ELA SBAC Spr. 2020	At grade level on Running Records Spring 2020, but not MAP or SBAC	At risk: Did not reach any of these (RIT, MAP, SBAC, or RR)
16	TBD Spring 2020	TBD Spring 2020	TBD Spring 2020	TBD Spring 2020

Driving Data VII - Social and Emotional Learning

October 2019 Quaglia Results (3rd through 5th grade students)

Most Marked Affirming Responses – (135 or more **yes** responses):

145 (80.6%) students said **yes** to *I want to go to college* (another 18% said **sometimes**)

153 (85.6%) students said **yes** to *My teacher cares about me* (another 14% said **sometimes**, only 1% said **no**)

142 (80.2%) students said **yes** to *I work hard in school* (another 19.8% said **sometimes**, 0% said **no**), similarly,

140 (79.1%) students said **yes** to *I give my best effort in school* (another 20.3% said **sometimes**, 1% said **no**)

137 (77.4%) students said **yes** to *My teacher thinks I am a good student* (another 20.9% said **sometimes**, 3% said **no**)

161 (91%) students said **yes** to *Getting good grades is important to me* (another 7.3% said **sometimes**, 3% said **no**)

150 (84.7%) students said **yes** to *I have friends I can be with at lunch* (another 11.9% said **sometimes**, 6% said **no**)

161 (93.1%) students said **yes** to *It is important to follow the rules* (another 6.9% said **sometimes**, 0% said **no**)

136 (79.1%) students said **yes** to *Teachers respect students* (another 19.8% said **sometimes**, 2% said **no**)

Most Marked Growth Opportunity Responses – (25 or more students responding **no**):

27 (15%) students said **no** to *I see myself as a leader*

33 (18.3%) students said **no** to, *Other students listen to my ideas*

32 (17.8%) students say **no** to, *I feel important in my classroom*

33 (18.5%) students say **no** to, *If I am upset, I can tell my teacher why*

50 (28.1%) students say **no** to, *My teacher knows what I like to do*

26 (14.7%) students say **no** to, *My teacher cares if I am absent from school*

43 (24.3%) students say **no** to, *I am excited to tell my friends when I get good grades*

Strategic Plans - 2019-20

Focus Description:	Social Emotional Learning and Equity
Rationale:	<ul style="list-style-type: none"> ● Research is clear that a student’s sense of hope, engagement, and well-being are critical to academic and life success. ● Students (and adults) cannot learn when they are emotionally shut down. We recognize that ACES (adverse childhood effects) impact learning. ● Emotions matter: <i>all learning is Social and Emotional Learning.</i> ● Simply having students (and adults) identify their emotional state can shift them to a more positive emotional state because, <i>If you can name it, you can tame it.</i>
Action Items	Plans and Updates
Year 2 of Leadership Team with a focus on the SIP, SEL and Equity	<p>June 3, 2019</p> <ul style="list-style-type: none"> ● Leadership Team met and established Leadership Team Meeting times and topics for 2019-20 Leadership Team Meetings. Standing agenda items will be: <ul style="list-style-type: none"> - School Improvement Plan - Social and Emotional Learning - Behavior and Schoolwide Culture - Equity <p>August 2019 - June 2020</p> <ul style="list-style-type: none"> ● Leadership Team Meetings are regularly scheduled and followed by grade band meetings the following day to disseminate the information. The Leadership Team leads the work of the School Improvement Plan.
RULER Year 2: Student Implementation	RULER Work with Staff
	<p>August 2019</p> <ul style="list-style-type: none"> ● Revisit Staff Charter, and make revisions as needed <p>August 2019 - June 2020</p> <ul style="list-style-type: none"> ● The Staff Charter and Mood Meter are part of our culture - used to start meetings and in an ongoing way to support staff collaboration. ● Staff are supported on RULER student rollout during August 2019 inservice and throughout the school year during ongoing staff meetings and PD time.

RULER Implementation with Students 2019-20

September 2019 - By the end of this month, the following are in place in all classrooms:

- Classroom charters
- Mood Meters and Community Circles
- Greeters and other classroom leadership roles
- Courtney and Tara are using the Blue Print as a conflict resolution tool

October 2019 - By the end of this month:

- Joy has done the Best-Self art lesson with all classes (Prior to the art lesson, teachers will introduce students to the *concept* of being one's "Best Self." The full "Meta-Moment" lesson doesn't need to be taught until January.)
- Sherry will start giving Best-Self / *Am* poetry lessons to classes

January 2020 - after returning from Winter Break, teachers will:

- Revisit the classroom Charter and revise if needed
- Teach Best Self and Meta-Moment

Throughout the 2019-20 school year:

- Teachers will teach the 12 feeling words that are designated for their grade level, and continue to make curricular connections to them and other feeling words
- Ongoing Community Circles and Mood-meter check-ins
- Ongoing Charter check-ins
- Ongoing Greeters and other leadership roles
- Sherry continues to provide Best Self / *Am* poetry lessons to grade levels
- RULER information will be shared with parents through the Fidalgo Family Flyer and PTA Meetings/Events
- The Fall 2019, grades 3 through 5 Quaglia Student Voice Survey indicated growth areas as:
 1. *I see myself as a leader*
 2. *Other students listen to my ideas*
 3. *I feel important in my class*
 4. *My teacher knows what I like to do*

In response to this feedback, intermediate teachers will:

- remind students to direct their responses to other students (student-to-student dialogue), not to teachers (student-to-teacher dialogue)

	<ul style="list-style-type: none"> • teach and post sentence starters to encourage student to student dialogue and listening • Tara and Courtney will work with 5th grade students to develop leadership opportunities • Tara and Courtney will apply and use a student interest survey to intermediate students.
Schoolwide Behavior	<ul style="list-style-type: none"> • At our August 2019 back-to-school inservice and subsequent staff meetings, we will revisit and build on the recommendations learned at the Dr. Benner trainings attended in 2018, such as our student reflection sheets, classroom reset areas, classroom greeters, and office referral process. • September 2019 – Fidalgo Behavior Expectations will be sent home at Meet and Greet for parents to review with their children and sign. • September 2019 – Students will be taught behavior expectations for the playground, cafeteria, hallways, and car and bus pick up. This will be led by para supervisors and supported by teaching staff. Teachers will review these expectations after major holidays through a PowerPoint prepared by Tara. We will continue to use RISE tickets and follow other recommended PBIS practices to teach, acknowledge, and reinforce behaviors. • September 2019 – June 2020 – Courtney, our two mental health professionals, and Tara will meet weekly regarding Tier 3 behavior students • Courtney will teach classroom lessons on conflict resolution using age-appropriate resources (Kelso’s Choices, 2nd step, RULER) • Courtney and Tara will use the Meta Moment and Blue Print as conflict mediation tools between students.
Equity and Achievement Gap	<ul style="list-style-type: none"> • Use data to determine who our achievement gap students are, and determine how we can leverage SEL to increase achievement. Continue to build on the three focus areas identified last year from the Quaglia survey which are also tied to the 5D, RULER/SEL, and equity work: <ul style="list-style-type: none"> - Student Leadership - student locus of control. Examples include, Playground Pals, Buddy Classes, K Kids, classroom greeters and other leadership jobs. We will expand on Leadership Jobs with a focus on our oldest students by giving a Leadership Survey to all 5th graders and following up with jobs that match their individual interests.

	<ul style="list-style-type: none">- Kind behavior - positive relationships that foster well-being and identity. Examples include, classroom lessons on kindness by both the counselor and the classroom teachers, SEL-themed children’s literature, and November Gratitude Tree. “Kind Language” is a focus in 2019-20.- Recognizing and celebrating students’ individual strengths, interests, and life experiences Examples include our focus this year on “Best-Self” and related schoolwide art and poetry projects this year. <ul style="list-style-type: none">● All staff participate in ongoing ASD Equity PD throughout 2019-20● Staff members participating in the ASD Equity Book Study will share insights/possible recommendations to Fidalgo staff
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Focus Description:	ELA Improvement, especially for students impacted by low income.
Rationale:	While most of our students are reading at and above grade level, our disaggregated data shows the need to close the low-income achievement gap. Given research on reading acquisition learned at the Standards Institute (summer 2018) and other sources, we will focus on the following:
Action Items	Plans and Updates
<p>K-5 Work - Teachers will focus on the following through their PLC's:</p> <ol style="list-style-type: none"> 1. shift to knowledge building 2. culturally-responsive teaching 3. close reading of complex text that builds comprehension in Social Studies and science 4. reduce reading strategies to key strategies that are known to increase comprehension 5. content-specific vocabulary <p>K-3 Work – Teachers will also focus on: foundational literacy skills</p> <p>3-5 Work – Teachers will use <i>Patterns of Power</i> to teach grammar</p>	<ul style="list-style-type: none"> • September 2019 - June 2020 - Wednesday PLC District Meetings focusing on ELA • September 2019 - June 2020 - Ongoing coaching work to implement these action items • November 4-5 – Mindy, David and Megan to represent Fidalgo at Knowledge Building PD • November 8-10, 2019 – Elizabeth Ritter to represent Fidalgo at Dyslexia Conference.
LAP intervention delivery model: focuses on foundational reading skills with a double-dose of Foundations as well as additional support using Orton-Gillingham based approaches for strategies and resources.	<p>Weekly meetings with Michelle and LAP Paras to provide training and monitor students</p> <ul style="list-style-type: none"> • Michelle meets with paras delivering K-3 LAP intervention to provide PD about this delivery model • Students qualifying for LAP services will be identified by fall reading data, placed in leveled groups, and monitored throughout the year
More closely align Special Education materials and instruction with grade level work.	Districtwide the Special Education staff is meeting to more closely align instructional materials and strategies with the general education curriculum in ELA, and aligning IEP goals with grade level standards for ELA.

<p>Increase student-to-student talk in ELA</p>	<p>Intermediate classroom teachers will use sentence stems as scaffolding to increase the quality and frequency of student-to-student discourse.</p> <p>Intermediate teachers will have students use a big voice or use the classroom amplification system, and they will remind students to address the entire class instead of the teacher when asking or answering a question.</p> <p>Tara will give feedback on this during classroom visits.</p>
<p>Use the new Boxlight technology to support teaching and learning in ELA.</p>	<p>August inservice and ongoing training through coaching, peer support, trainings.</p>

Focus Description:	Math Improvement, especially for students impacted by low income
Rationale:	In 2017-18 we focused on learning the content and structure of the new Engage New York curriculum. In 2018-19, we focused on instruction and conceptual understanding of the curriculum. This year, PLC primary focus is ELA, so staff development time in math is more limited, but we will utilize our math coach to continue to refine our instruction using Engage New York.
Action Items	Plans and Updates
More closely align Special Education materials and instruction with grade level work.	Districtwide the Special Education staff is meeting to more closely align instructional materials and strategies with the general education curriculum in Math, and aligning IEP goals with grade level standards for Math.
Work with math coach to increase student locus of control in math.	Angie will work with 4 th and 5 th grade Math PLC's, and K-3 rd during her coaching days at Fidalgo. Topics might include reverse lesson design and other strategies to increase student competence and confidence in math, especially for our targeted students.
Increase student-to-student talk in Math	Intermediate classroom teachers will use sentence stems as scaffolding to increase the quality and frequency of student-to-student discourse. Intermediate teachers will have students use a big voice or use the classroom amplification system, and they will remind students to address the entire class instead of the teacher when asking or answering a question. Tara will give feedback on this during classroom visits.
Use the new Boxlight technology to support teaching and learning in math.	August inservice and ongoing training through coaching, peer support, trainings.

