

Anacortes School District School Improvement Plan

School:	Mount Erie Elementary
School Year:	2019-20
Vision:	Our school intentionally builds a climate that reflects the community's character, honors student identities, values trusting relationships, and meets students where they are. This climate creates a healthy foundation for student learning and development.
Mission:	To develop life-long learners who are caring, respectful and responsible, Mount Erie Elementary provides high quality instruction across a comprehensive curriculum in an environment of collaboration, risk-taking and individual accountability in partnership with families to positively support each child's learning and self worth.
Beliefs:	The Mount Erie Community believes in: High expectations and quality instruction Continuous growth and success Learning that fosters collaboration, risk taking and accountability Partnership with families and community A caring, safe and respectful environment
Leadership Team:	M.J D'Amelio, Linda Welk, Michael Hanes, Kelly Cox, Kim Hoofnagle

WA School Improvement Framework:

Our diversity report for 2018-19 was:

American Indian/ Alaskan Native:	1.6%
Asian:	2.4%
Black/ African American:	0.3%
Hispanic/ Latino of any race(s)	7.6%
Native Hawaiian/ Other Pacific Islander	0.5%
Two or More Races	3.9%
White	83.7%
Female	50.5%
Male	49.5%

Overall Framework Score by Student Group per OSPI:

9.5	All students
7.4	Hispanic/ Latino
9.7	White
5.9	Students with disabilities
7.3	Low income

ELA SBAC- % proficient									
	2016-17			2017-18			2018-19		
	M.E.	ASD	WA	M.E.	ASD	WA	M.E.	ASD	WA
Gr. 3	68	70	53	50	63	56	75	71	56
Gr. 4	64	70	56	74	72	58	47	62	58
Gr. 5	70	73	59	60	77	60	79	80	61

Math SBAC- % proficient									
	2016-17			2017-18			2018-19		
	M.E.	ASD	WA	M.E.	ASD	WA	M.E.	ASD	WA
Gr. 3	68	66	58	57	69	58	76	75	58
Gr. 4	64	70	55	69	72	54	53	71	55
Gr. 5	70	71	49	62	69	49	76	73	49

WCAS (Science)- % proficient									
	2016-17 MSP			2017-18 WCAS			2018-19 WCAS		
	M.E.	ASD	WA	M.E.	ASD	WA	M.E.	ASD	WA
Gr. 5	76	76	63	63	69	55	70	71	54

Driving Data

(The set of metrics that will drive our work and serve as summative indicators of progress)

Mount Erie will use the charts above, fall MAPs, ongoing teacher directed data collection systems and end of year SBAC, MAPs and fall- spring Quaglia survey results as summative indicators of progress.

Data Story

Briefly describe the significance and potential causes of the data sets above:

As reported to the school board in October, Mount Erie has a very specific grade and identifiable group of students that are underperforming as compared to their grade level peers in Anacortes and in Washington state. Specific focus and rationale will be addressed within the strategic plans portion of this document.

We have a lot to celebrate at Mount Erie after several significant gains last year. In fact, we have the highest overall scores at the school since 2011. While there is reason to celebrate the growth, there is much to do and the focus needs to continue to be around improving instruction to meet the needs of the students we serve and to tightly align that instruction to the standards that we expect our students to know.

The Washington State School Improvement Framework provides a great deal of information yet the “data story” needs to be told with past strategies, interventions and improvements included and understood in order to move forward with ways to potentially improve the performance of our students. When digging into our current 5th grade students (see shared document on 5th grade students of concern), the current reality of those students does not show a significant gap between race or F/R in that particular group. In fact, the % of students who passed the 4th grade SBAC in ELA and Math who also qualified for F/R is higher than our school average. Essentially, the majority of the students who did not pass the 4th grade ELA and Math, were non low income white students. The percentages did not reflect an identifiable achievement gap in this group.

In order to address this specific group, our school leadership team and our 5th grade teachers will meet throughout the year to continue to monitor and adjust interventions to assist in improving the performance of those students. We are in the process of identifying targeted students who will be strongly encouraged to participate in a before school opportunity starting in January.

As part of our equity work this year, I am working with our school student leadership team and our school counselor to review Quaglia’s survey results and create action plans to improve the overall % of students responses to targeted questions. Those will be added to the SIP in mid December.

Strategic Plans

Focus Description:	Math- 5th grade students who are below grade level on SBAC and MAPs
Rationale:	This year's current 5th grade class has the lowest SBAC scores in the district (53% met standard). This score is 18% lower than the district average and 2% lower than the state average. The class as a whole has been identified as underperforming since the 1st grade. Interventions in 1st-3rd grade included both Title 1 math and LAP services. The interventions and support tapered off in 4th grade. Fall MAPs scores this year mirror the SBAC scores from last spring.
Action Items	Updates
Principal/ 5th grade team meet to identify students	2 meetings have occurred since September. Chart created to clearly identify all 5th grade students needing additional support.
Principal/teacher student growth meetings	All completed as of mid November. Targeted students have been identified for each teacher with a primary focus on fluency and literacy improvement
Ongoing PLC work	Principal has sat in on K, 2, and 3rd grade PLC meetings and included those in teacher discussions for student growth goals. 4th and 5th grade will happen in coming district directed PLC sessions.
Principal/ 5th grade team to meet in mid December to identify targeted students for before school program	<p>Chart identifying students has been created. Next step is to communicate with families of the program and get support/commitment to attend.</p> <p>ELA group (8 targeted students) will be completing the first round of before school support on 1-30-20. Follow up assessments will occur to determine the growth and success of the program.</p> <p>Math group will start on Feb. 4th and run for three weeks, 3x a week. 8 targeted students will attend.</p> <p>Target for end of year goal is that 75% of the targeted students increase their SBAC scores by 1 level from last year.</p>

Focus Description:	ELA- 5th grade students who are below grade level on SBAC and MAPs.
Rationale:	This year's current 5th grade class is lower in ELA than any other school in Anacortes and is at the state average. Although these students have had in-school support over the last three years, they have not shown identifiable growth in ELA. A creation of a before school program targeting a specific group of students that is focused on their individual needs will occur.
Action Items	Updates
Principal/ 5th grade team meet to identify students	2 meetings have occurred since September. Chart created to clearly identify all 5th grade students needing additional support.
Principal/teacher student growth meetings	All completed as of mid November. Targeted students have been identified for each teacher with a primary focus on fluency and literacy improvement.
Ongoing PLC work	Principal has sat in on K, 2, and 3rd grade PLC meetings and included those in teacher discussions for student growth goals. 4th and 5th grade will happen in coming district directed PLC sessions.
Principal/ 5th grade team to meet in mid December to identify targeted students for before school program	<p>Chart identifying students has been created. Next step is to communicate with families of the program and get support/commitment to attend.</p> <p>Principal and 5th grade team met and identified the first group of students to go through the before school intervention program. The ELA group will complete their first round on 1-30-20 and the math group will start their first session on 2-4-20.</p> <p>Growth goal for end of year is to have 75% of the targeted students raise their SBAC score by at least 1 level.</p>

Focus Description:	Social Emotional Learning (SEL)
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Rationale:	The significant body of research around the ability to be successful in school and the connection to SEL cannot be understated. Our work with RULER will begin with students this year with a clear understanding that a students ability to learn is strongly connected to their emotional wellbeing.
Action Items	Updates
RULER team planning for year	We met in August and September to plan for the fall roll out.
RULER review/ prep for year	All staff meeting on August 28- mapped out expectations for fall/winter roll out of RULER in classrooms
Student leadership team	<p>The student leadership team meets weekly with our school counselor and monthly with the school principal. The creation of goals with this group will occur in December and will be tied to the Quaglia survey results and aligned with RULER.</p> <p>The student leadership team has met weekly and are working with the principal and the school counselor on campaign for kindness and ways to improve students' feelings based on RULER work.</p>
Regular staff meetings and extended staff meetings	Regular staff meetings (occur on Thursday mornings bi monthly) address staff charter and included mood meter check ins. Extended staff meetings will address completed activities per the district pacing guide for implementation.
Extended staff meetings	An extended staff meeting was scheduled for January but was cancelled due to snow. It has been rescheduled for Feb. 4th. A review of staff and classroom charters, mood meter and best self will be part of the discussion. In addition, the meta moment will be brought up for our new learning.