

# **Elger Bay Elementary**

## **School Improvement Plan**

**2017 - 2018**

**1810 Elger Bay Road  
Camano Island, Washington 98282**

**(360) 629-1290**

**<http://ebweb.stanwood.wednet.edu>**

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## INTRODUCTION

Elger Bay Elementary School currently serves students in grades Kindergarten through Grade 5 and the current enrollment is just over 325 students. Elger Bay Elementary is also home to the SCSD Positive Behavior Solutions (PBS) program, which supports IEP students who need highly specialized behavior intervention.

The school is located on the southern half of Camano Island in Island County, Washington. We are one of five elementary schools serving the City of Stanwood and Camano Island. Our fifth grade students feed into Stanwood Middle School.

Elger Bay Elementary staff considers themselves part of a larger professional learning community that includes our entire staff and the Stanwood-Camano School District as a whole. The following theory of action guides that professional learning community:

***Every student accomplishes higher levels of achievement and success when we, as a system, support a collaborative culture of improvement, have a common vision and understanding of powerful teaching and learning, and continuously improve our instructional and leadership practice.***

A continuous improvement plan such as that contained here is only as good as the quality of those implementing the plan. The Elger Bay Elementary staff is passionate about helping students succeed and is willing to engage in difficult conversations for the sake of

determining points of improvement. In the case of our recent and future School Improvement Plans, the Elger Bay Elementary Leadership Team plays a key role. Below are listed members of the Elger Bay Elementary Leadership Team:

<b>Elger Bay Elementary Leadership Team Members (2017.2018)</b>
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Ashley Klempel, Kindergarten Teacher Carolyn Hillier, Grade 1 Teacher Kathleen Nelles, Grade 1 Teacher Aileen Cruise, Grade 2 Teacher Jessica Jansma, Grade 3 Teacher Doug McNeill, Grade 4 Teacher Ken Szymborski Grade 5 Teacher Sherri Webb, Classified Representative Seri Chaplik, Library / Media Specialist Linda Anderson, Positive Behavior Supports Program Victor Hanzeli, Principal
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# **ELGER BAY MISSION AND VISION**

## **Stanwood-Camano School District Theory of Action**

Every student accomplishes higher levels of achievement and success when we, as a system, support a collaborative culture of improvement, have a common vision and understanding of powerful teaching and learning, and continuously improve our instructional and leadership practice.

## **Elger Bay Elementary Mission**

To collaborate with a shared vision of deliberate and unified goals to maximize student learning in a supportive environment.

## **Elger Bay Elementary Vision**

- To inspire students to be lifelong learners who will become responsible, contributing members of society.
- To motivate the Elger Bay Elementary Staff to collaborate and to become active in the student improvement process.
- To build an academic environment with the highest educational standards aimed at improving student achievement.

## Elger Bay Elementary Smarter Balanced Assessment (SBA) DATA

The Elger Bay Elementary staff continues to become more effective users of available data regarding student progress. In the course of preparing our school improvement plan, Elger Bay Elementary results from the Smarter Balanced Assessment (SBA) were analyzed to provide general indicators of our performance based on this baseline year of data. Staff engages in regular examination of data ranging from classroom based formative assessments (teacher observations and student performances) to norm referenced benchmark assessments such as AIMSweb for the purpose of determining changes in course on our improvement plans.

Year	English / Language Arts (ELA)		Mathematics		Science (G5 Only)	
	<b>Grade 3 - WA</b>	<b>Grade 3 - EBE</b>	<b>Grade 3 - WA</b>	<b>Grade 3 - EBE</b>		
<b>2015 - 2016</b>	<b>54.3%</b>	<b>60.7%</b>	<b>58.9%</b>	<b>56.0%</b>		
<b>2016 - 2017</b>	<b>52.6%</b>	<b>55.3%</b>	<b>57.8%</b>	<b>49.2%</b>		
	<b>Grade 4 - WA</b>	<b>Grade 4 - EBE</b>	<b>Grade 4 - WA</b>	<b>Grade 4 - EBE</b>		
<b>2015 - 2016</b>	<b>57.0%</b>	<b>68.0%</b>	<b>55.4%</b>	<b>62.0%</b>		
<b>2016 - 2017</b>	<b>55.2%</b>	<b>71.7%</b>	<b>54.3%</b>	<b>58.6%</b>		
	<b>Grade 5 - WA</b>	<b>Grade 5 - EBE</b>	<b>Grade 5 - WA</b>	<b>Grade 5 - EBE</b>	<b>Grade 5 - WA</b>	<b>Grade 5 - EBE</b>
<b>2015 - 2016</b>	<b>60.1%</b>	<b>75.0%</b>	<b>49.2%</b>	<b>66.6%</b>	<b>65.3%</b>	<b>83.3%</b>
<b>2016 - 2017</b>	<b>58.6%</b>	<b>61.3%</b>	<b>48.6%</b>	<b>65.9%</b>	<b>63.4%</b>	<b>75.0%</b>

**We have included the achievement results for the last two years that we have administered the Smarter Balance Assessment. It was given spring of 2017 to students in grades 3, 4, and 5.**

Elger Bay Elementary uses a variety of assessment measures to develop a profile of what students know and are able to do. These profiles are used to monitor and report student progress in meeting the Washington State Learning Standards. The Smarter Balanced Assessment (SBA) and Measurement of Student Progress (MSP) gauges student knowledge in three core subject areas (Mathematics, ELA (English / Language Arts) and Science) by using a combination of multiple-choice, short answer, and essay responses. The test is administered to students in grades three through eight and 10. Not every grade level is tested in the same subject areas.

**ENGLISH/LANGUAGE ARTS ACTION PLAN**

**S.M.A.R.T. GOAL:** Scores for each grade level will improve at least 5% on the spring 2018 Smarter Balanced English / Language Arts (ELA) Assessment as compared to the 2017 results.

**RATIONALE:** Student achievement levels increase when quality professional collaboration, intentionally targeted instruction, and appropriate assessment are provided for students and staff.

ACTIVITY TO SUPPORT STUDENT ACHIEVEMENT	ACTIVITY ADDRESSING NEEDS OF NON-PROFICIENT STUDENTS	ACTIVITY ADDRESSING NEED FOR STAFF PROFESSIONAL DEVELOPMENT	TIMELINE TO PERFORM THE ACTIVITY	RESOURCES NEEDED TO CONDUCT THE ACTIVITY	PERSONS RESPONSIBLE TO ENSURE THE ACTIVITY IS COMPLETED	SPECIFIC MEASURES AND TIMEFRAME FOR MONITORING ACTIVITY'S EFFECTIVENESS
Staff will participate in multiple collaboration sessions designed to support professional development and classroom application of <b>grade level</b>	As staff and students become more familiar with the specific rubric indicators for success, every student, including those not yet proficient, is able to more	Development of student friendly writing checklists for each grade level.  Accessing and reviewing SBA Rubrics for forms of writing, beginning with opinion writing.	Ongoing as part of scheduled Professional Development Wednesdays.  As we complete one form of writing, we plan to do the others.	SBA opinion writing rubric  Teacher scoring / communicating sheets  Student writing samples.	Elger Bay Leadership Team  Victor Hanzeli  Teacher Leaders	Smarter Balanced Assessment (SBA), Spring 2018  Measures of Academic Progress (MAP), January and May, 2018 (2nd grade)  AIMSweb

<p><b>WRITING RUBRICS aligned with the Washington State Learning Standards and Smarter Balanced Assessment (SBA) performance indicators.</b></p> <p>Opportunities:  (1) Professional Development Wednesday workshops, (2) Application of the rubric to student writing samples, (3) Calibration of our application of the rubric across the grades (K-5).</p>	<p>clearly identify and work on specific elements of writing.</p>	<p>Developing a scoring / communication sheet that allows teacher and student to communicate directly about progress toward specific writing indicators as well as each strand of writing <b>organization / purpose, evidence / elaboration, conventions.</b></p> <p>Share strategies for developing reflective practice of reading and rewriting using quality writing rubrics that point toward success in writing and on the Smarter</p>	<p>½ day grade band collaborations following Wednesday trainings, once or twice a year.</p>	<p>SBA writing rubric exemplars</p>		<p>benchmark assessments (Fall, Winter, Spring)</p> <p>SBA Interim Assessments and Classroom Based Assessments</p>
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		<p>Balanced Assessment.</p> <p>Scoring of opinion writing samples by grade level / cross grade level</p>				
<p>Apply and integrate <b>new technologies</b> into the acquisition and practice of writing skills.</p>		<p>Students will have regular practice at school keyboarding. Students will also have access to this online practice opportunity at home.</p> <p>Using chromebooks for the purpose of brainstorming, drafting, revising, editing, and publishing for an audience. In addition, use Google</p>			<p>Elger Bay Leadership Team</p> <p>Kurt Blom</p> <p>Victor Hanzeli</p>	

		<p>classroom and other interactive sites that allow for students to provide each other with feedback such as SeeSaw.</p> <p>As interactive presentation stations become available, learn the operation and how to allow students work to be more frequently presented and considered.</p> <p>Weekly Technology Tips at Professional Development Wednesday staff meetings.</p> <p>Establish a technology PLC</p>				
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		for the purpose of supporting our work in writing and integrating all available new technologies and software (Chromebooks, iPads, interactive presentation stations, ELMOs, VDIs,				
Staff will continue to receive specific technology tools and software training that will increase possibilities for engagement and application activities for students that will impact all content areas, including reading, writing, mathematics, science and social studies.	Application of technology is often a place where, given the proper access, teachers can provide more individualized instruction or build small group efforts to meet the needs of those who are non-proficient. The use of	Training will occur in combination of Professional Development Wednesdays as well as before and after school events that will be offered for clock hours.	2017 - 2018	Computer Lab space on scheduled days and use of Chromebook satellite labs.	Mark Wayland Elger Bay Leadership Team Victor Hanzeli	Increased use of technology in both the lab and in the classrooms by students

<p>Topics to be covered during the trainings will include the following: Google Slides; Google Drive; Google Docs; Google Sheets; Google Classroom; Gmail and Google Calendar, and Online Formative Assessment Tools</p>	<p>online formative assessment tools gives teachers access to student progress instantly and can be used as a tool for guiding instruction and forming small groups of targeted instruction</p>					
<p>Tech tools will be shared by staff at the start of each PDW</p>			<p>2017 - 2018</p>	<p>Allocated PDW time</p> <p>All available technologies and interactive presentation stations</p> <p>Calendar of Staff Sharing</p>	<p>Victor Hanzeli</p> <p>EBE Staff</p>	<p>Teachers using strategies learned in PDW in their own practice with students</p>

<p>Examine SBA Interim Assessments to determine the instructional implications for our staff.</p>	<p>Identify needed accommodation SBA supports for struggling students.</p> <p>Use Interim results to inform our instruction and provide supports for students struggling in ELA.</p>	<p>Continue use of sample reading items and writing performance tasks of the Smarter Balanced Assessment (SBA) items from the Digital Library, identify specific standards and stem questions for use with students for the purpose of improving students' comprehension</p> <p>Build consistent weekly practice with Typing Agent as K-5 keyboarding and language support tool (available</p>	<p>2017 - 2018 Planning Mtg for Interim Assessment Training</p>	<p>SBA Scoring site</p> <p>EBE Title I / LAP</p> <p>NWEA Dynamic Reporting Suite</p> <p>OSPI QUERY</p> <p>EBE Leadership Team</p>	<p>Building Principals</p> <p>Instructional Staff</p> <p>Title I / LAP Specialist</p> <p>Key Target Volunteers</p> <p>Elger Bay Leadership Team</p> <p>Resource Room Staff</p>	<p>Smarter Balanced Assessment Results (Summer / Fall 2017), MAP for G2, AIMSweb,</p> <p>Anecdotal data gathered during Leadership Team and grade level team meetings.</p>

	<p>Included in grade level <u>whole</u> &amp; flexible <u>small-group</u> reading instruction in <i>Journeys</i> curriculum program.</p> <p>Periodically identify target groups per classroom for additional intervention.</p> <p>Apply Title I / LAP assistance to targeted needs as appropriate.</p> <p>Special Education support based on grade level material and</p>	<p>home &amp; school)</p> <p>Train G3-G5 staff on use of SBA interim assessments</p> <p>Explore writing prompts provided by the Smarter Balanced Digital Library</p>	<p>2017 - 2018</p>	<p>AIMSweb results</p> <p>Interim Results</p> <p>SBA 2017 Results</p> <p>Writing Performance Tasks &amp; Sample Prompts from SBA</p>	<p>Classroom Teachers</p> <p>Title I/LAP Staff</p> <p>Special Ed Staff</p>	<p>Classroom Based Assessments,</p> <p>Interim Results Spring SBA</p> <p>Anecdotal notes</p>
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	individual needs.					
Review data: Smarter Balance Assessment (2017) Data, MAP Data for G2, AIMSweb (benchmarks)	Staff identifying areas of concern and strategies for addressing these needs	Look at student data within the Online Reporting System (ORS) Identify strengths / weaknesses and implications for our instruction	2017 - 2018  Initial Review in September PDW	Spring 2017 SBA Results  Google Doc - common charting document  Time set aside in PDW	Principal  Teaching Staff	Spring 2017 SBA Results  Interim Results  Classroom Based Assessments and anecdotal notes
Student Success Team (SST) Referral process and intervention planning and follow-up	Identification by staff of resources & interventions to meet core instructional and behavioral needs of identified students	Targeted interventions based on results using AIMSweb, MAP, and progress monitoring data	2017 - 2018	Allocated and Scheduled Meetings  Meeting Facilitators  SST Notebooks  AIMSweb assessments & recording tools  Rank Order	Classroom teachers, SST Members, Behavioral Intervention Specialist, Special Education Team, Title I Team, Speech and Language Pathologist (SLP), School Psychologist,	Follow up Student Support Team meetings and minutes.  Progress monitoring using AIMSweb data and Classroom Based Assessments

					Building Principal, Island County Mental Health Specialist	
Practice opportunities to prepare for experiences on the Smarter Balanced Assessment (SBA) in the spring, to include: Updates to the computer interface orientation, item type orientation, online response practice opportunities, embedded and non embedded tools, and SBA procedural training	Special Education support staff as well as the Student Support Team will monitor the specific IEP and assessment needs of individual students, ensuring that proper accommodations are made on the students' IEPs  If students are not on an IEP or a 504, but may need the assistance of	Staff will need a thorough review of all Smarter Balanced Assessment (SBA) procedures and protocols, including supports and accommodations for identified students	2017 - 2018	Smarter Balance Assessment Training materials and test modules  Testing Materials  Technology in Place  PDW time allocated	Building Assessment Coordinators  District Assessment Coordinator  Building Technology Facilitator  Principal  Test Administrators  SCSD Technology Department and Support Staff	Student performance and staff performance on the administration of the 2017 Smarter Balanced Assessment for grades 3 – 5.

	<p>certain designated supports, the school team will work to have them in place</p>					
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**MATHEMATICS ACTION PLAN**

**S.M.A.R.T. GOAL:** Scores for each grade level will improve at least 5% on the spring 2018 Smarter Balanced Mathematics Assessment as compared to the 2017 results.

**RATIONALE:** Student achievement levels increase when quality professional collaboration, intentionally targeted instruction, and appropriate assessment are provided for students and staff.

ACTIVITY TO SUPPORT STUDENT ACHIEVEMENT	ACTIVITY ADDRESSING NEEDS OF NON-PROFICIENT STUDENTS	ACTIVITY ADDRESSING NEED FOR STAFF PROFESSIONAL DEVELOPMENT	TIMELINE TO PERFORM THE ACTIVITY	RESOURCES NEEDED TO CONDUCT THE ACTIVITY	PERSONS RESPONSIBLE TO ENSURE THE ACTIVITY IS COMPLETED	SPECIFIC MEASURES AND TIMEFRAME FOR MONITORING ACTIVITY'S EFFECTIVENESS
Smarter Balanced Interim Assessments for Mathematics	Classroom Teachers, Special Ed and Title I staffs will identify supports and accommodations needed for students in the areas of math and begin implementing those supports	Training Grades 3 - 5 on the use of Interim Assessments	2017-2018		Elger Bay Leadership Team  Victor Hanzeli, Principal  Dana Anderson, Title I Reading / Math Specialist	Smarter Balanced Assessment (SBA), Spring 2017  Measures of Academic Progress (MAP), January and May, 2017 for Grade 2.

<p>Continued use of close reading across content areas</p> <p>Strong focus on mathematical discourse</p>	<p>Continued use of school-wide annotation skills and close reading by teachers and students in all grade levels will help students develop a stronger understanding of their math</p> <p>Apply strategies learned from PLC &amp; book study regarding engaging students living in poverty</p> <p>Participation by students in classroom discourse aimed at elevating the level of cognitive demand for all students.</p>	<p>Book Study &amp; PLC</p> <p>Offering opportunities for staff to visit each other's classrooms</p> <p>Sharing question prompts/stems &amp; strategies for engaging learners</p>	<p>Continued practice through Spring of 2018</p>	<p>Instructional Videos from The Teaching Channel</p> <p>Copies of Mindsets in The Classroom</p> <p>Copies of discourse stems</p>	<p>Principal</p> <p>Classroom Teachers</p> <p>EBE Leadership Team</p> <p>AYP Team</p>	<p>SBA 2018 Results</p> <p>Classroom Based Assessments</p> <p>Increased conversational discourse heard in classrooms</p>
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<p>Study and use of SBA sample items &amp; SBA 2017 Results</p>	<p>Practicing with sample items will give underachieving students the opportunity to get comfortable with formatting, style of questions and interacting with testing interface. Studying the 2017 SBA results will give teachers valuable information for better meeting the needs of students this year as the teachers determine implications for their own classrooms</p>	<p>Development of Math Performance Tasks that better prepare students for meeting Common Core Standards.</p> <p>Implications for Classrooms K-5 Make goals by grade level</p>	<p>2017 - 2018</p> <p>Initial look at data 9/2018 PDW</p>	<p>Sample Items</p> <p>Spring 2017 Data from ORS</p> <p>Common Recording Chart for grade level implications</p>	<p>Principal</p> <p>EBE Leadership Team, Assessment Coordinator</p>	<p>Interim Assessment Results</p> <p>Spring 2018 SBA Results</p> <p>Classroom Based Assessments</p>
<p>Practice opportunities to prepare for experiences on the Smarter</p>	<p>Special Education support staff as well as the Student Support Team will monitor</p>	<p>Staff will need a thorough review of all Smarter Balanced Assessment</p>	<p>2017 - 2018</p>	<p>Smarter Balanced Assessment Training materials and</p>	<p>Building Assessment Coordinators</p> <p>District</p>	<p>Student performance and staff performance on the administration of</p>

<p>Balanced Assessment (SBA) in the spring, to include: Updates to the computer interface orientation, item type orientation, online response practice opportunities, embedded and non embedded tools, and SBA procedural training</p>	<p>the specific IEP and assessment needs of individual students, ensuring that proper accommodations are made on the students' IEPs</p> <p>If students are not on an IEP or a 504, but may need the assistance of certain designated supports, the school team will work to have them in place</p>	<p>(SBA) procedures and protocols, including supports and accommodations for identified students</p>		<p>test modules</p> <p>Testing Materials</p> <p>Technology in Place</p> <p>PDW time allocated</p>	<p>Assessment Coordinator</p> <p>Building Technology Facilitator</p> <p>Principal</p> <p>Test Administrators</p> <p>SCSD Technology Department and Support Staff</p>	<p>the 2017 Smarter Balanced Assessment for grades 3 – 5.</p>
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**PARENT AND COMMUNITY ACTION PLAN**

**S.M.A.R.T. GOALS:**

Grow the number of parent and community volunteers who spend time working with students on reading development to 25 volunteers school-wide.

Develop volunteer access for parents and community members to school by providing training on Harassment, Intimidation, Bullying (HIB) to any parent volunteer (over 125 trained to date for the 2017 / 2018 school year).

**RATIONALE:** Students’ achievement levels increase when parents, communities, and schools collaborate around the culture of learning and the sharing of supports available for students, staff and families.

ACTIVITY TO SUPPORT STUDENT ACHIEVEMENT	ACTIVITY ADDRESSING NEEDS OF NON-PROFICIENT STUDENTS	ACTIVITY ADDRESSING NEED FOR STAFF PROFESSIONAL DEVELOPMENT	TIMELINE TO PERFORM THE ACTIVITY	RESOURCES NEEDED TO CONDUCT THE ACTIVITY	PERSONS RESPONSIBLE TO ENSURE THE ACTIVITY IS COMPLETED	SPECIFIC MEASURES AND TIMEFRAME FOR MONITORING ACTIVITY’S EFFECTIVENESS
Parent and community volunteer training  Continue to advertise and train Watch	Watch DOGS and parent volunteers will be trained by classroom teachers to support identified students.	Survey Teachers by December 1 for the number of parents who are occasionally or regularly volunteering to support math with	2016 - 2017	Classroom teachers  Training Materials  Advertise-	Building Principal Classroom teachers  Title I Staff  Elger Bay	Work to increase numbers of parent volunteers  Ongoing data analysis of Smarter Balanced Assessment

D.O.G.S	Parents provide additional one on one support in the areas of Reading and Math to students as directed by classroom teachers	our students.		<p>ment of Training Opportunities</p> <p>Watch D.O.G.S. shirts &amp; badges</p> <p>Information posted on school website</p>	<p>Leadership Team</p> <p>Dana Anderson</p> <p>Watch D.O.G.S. volunteers and coordinator</p> <p>PTA and community volunteers</p>	<p>(SBA), QUERY, MAP, AIMSweb, <i>Journeys &amp; Math Expressions</i> assessment data as it relates to the achievement of identified students and population as a whole</p> <p>Parent Survey in spring of 2018</p>
Continue offering and encouraging the use of <i>Think Central</i> Math, iXL home / school math connection, & Reading support website from Houghton Mifflin	<p>Families have access to Houghton Mifflin's Think Central in order to gain access to online tools and homework for both Reading and Math.</p> <p>iXI is available for students at home and school to</p>	Continue giving access to Think Central to all EBE teachers and students, and train new teachers to use Think Central	<p>2016 - 2017</p> <p>9/2017</p>	<p>Computers</p> <p>New Teachers &amp; Students added to Think Central Site</p> <p>Time to train new teachers</p> <p>Information on School &amp;</p>	<p>Mentor Teachers</p> <p>Classroom Teachers</p>	Spring 2017 Parent Survey

	work independently on progress.			Classroom Newsletters		
School and classroom newsletters will inform and encourage parents regarding volunteer opportunities at EBE	Involved parents increase student achievement in Reading and Math  Volunteers will allow more small group support for Reading and Math	Classroom Teachers and Dana Anderson to train volunteers that work with students & academics	Monthly 2017 - 2018	School newsletters posted on school website and sent home  Classroom newsletters sent home	Classroom Teachers  Dana Anderson	Spring Parent Survey  # of Volunteers in Spring of 2018
Improve the Parent Resource Library Located in EB Staff Workroom	Advertise library to parents during conferences - these resources will give support to parents working with underachieving students at home	Remind staff members about library and ask for items to share	2017 - 2018	Parent Resource Library - Books, Reading & <i>Math Connection</i> Newsletter, pamphlets, Community Resource Info	Principal Dana Anderson  Classroom Teachers  Special Ed  School Psychologist, Speech and Counselor	Increased use of Parent Resource Library
Typing Agent as a keyboarding	Time at school to use program for	Mentor Teachers sharing program	2017 - 2018	Program Access		Survey parents at Fall & Spring

and language support tool grades K-5 (available home & school)	students that do not have computer access at home	with all new teachers as they come to EBE		Information linked on school website	Classroom Teachers	Conferences Monthly check on program usage
Shared learning & opportunity for parents to be involved in the District Title I/LAP Parent Advisory Committee (PAC)	Strategies shared for supporting struggling readers at home	Title I/LAP District Meetings plan and prepare for these meetings	Quarterly 2017 - 2018	Invites for Title I/LAP students  Space to meet  Training materials	Dana Anderson  District Coordinators	Spring Parent Survey 2018  Increased number of parents attending meetings