

“Make Your Mark”

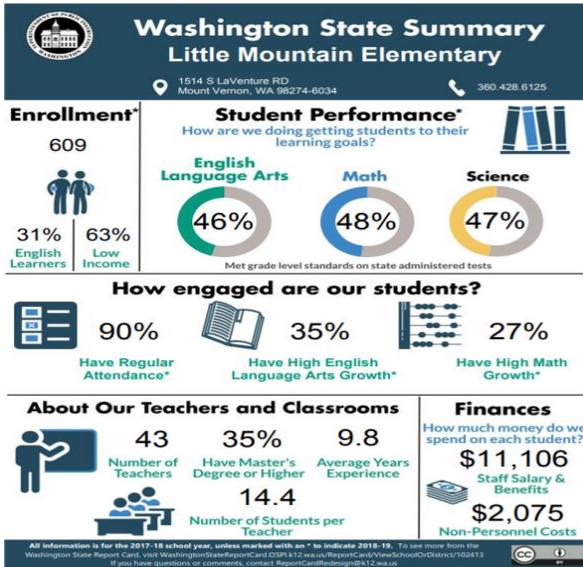
SEE WHERE IT TAKES YOU



Little Mountain Elementary at a Glance

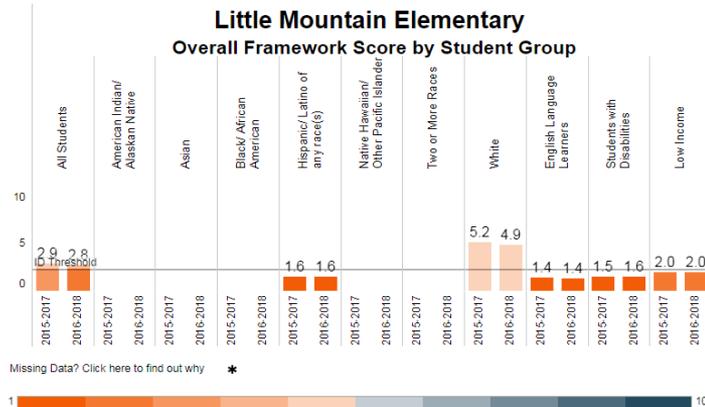
Current Enrollment

- All Students: 521
- % ELL
- 10% SPED



Summary Details Support Trend Detailed Trend

How did each student group perform on the Washington School Improvement Framework, over time?





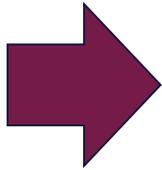
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“When educators share a sense of collective efficacy, school cultures tend to be characterized by beliefs that reflect high expectations for student success.”

-John Hattie, Jenni Donohoo, & Rachel Eells

2019-2021 School Improvement Goals

Goal/Priority #1: With high expectations, teachers will actively cultivate a culture of equity by creating and sustaining curriculum and instructional practices that lead to high-quality learning for each and every student. Our subgroups' growth will meet or surpass the state threshold level in both ELA and Math as measured by the Median SGP.



Goal/Priority #2: Teams will collaboratively plan to provide clarity of learning targets and success criteria (proficiency scales) for learning standards in reading and math. Team data will show growth as measured by Bridges Math Unit assessments, Interim Block Assessments, or progress monitoring from the district screener.

Goal/Priority #3: LME will create a welcoming culture that is physically, emotionally, and intellectually safe and provides equitable and accessible opportunities for all. Success criteria will be measured by our CEE data and locally created surveys for staff, students, and families.

2019-2021 School Initiatives

PLC

Communities of Practice

Effective collaboration between teachers is linked to gains in student achievement, higher quality solutions to problems, increased self-efficacy among all staff, more systematic assistance to beginning teachers and an expanded pool of ideas, methods and materials that benefited all teachers. (Little, 1990)

- Collaboration must be focused on improving learning for all students and informed by an understanding of equitable practices.



AVID

Advancement Via Individual Determination

The Four Essentials of AVID*

- * Instruction
- * Culture
- * Leadership
- * Systems

- Changing the lives of students
- Shifting schools to a more equitable, student-centered approach
- Working to close the achievement GAP
- Preparing students for college, careers and life

PBIS

Positive Behavior "In Schools" - Intervention & Supports

Positive behavioral interventions and supports (PBIS) is a way for schools to encourage good behavior.

- With PBIS, kids learn about behavior, just as they learn other subjects like math or science
- The key to PBIS is prevention
- We are looking to impact the learning environment for all

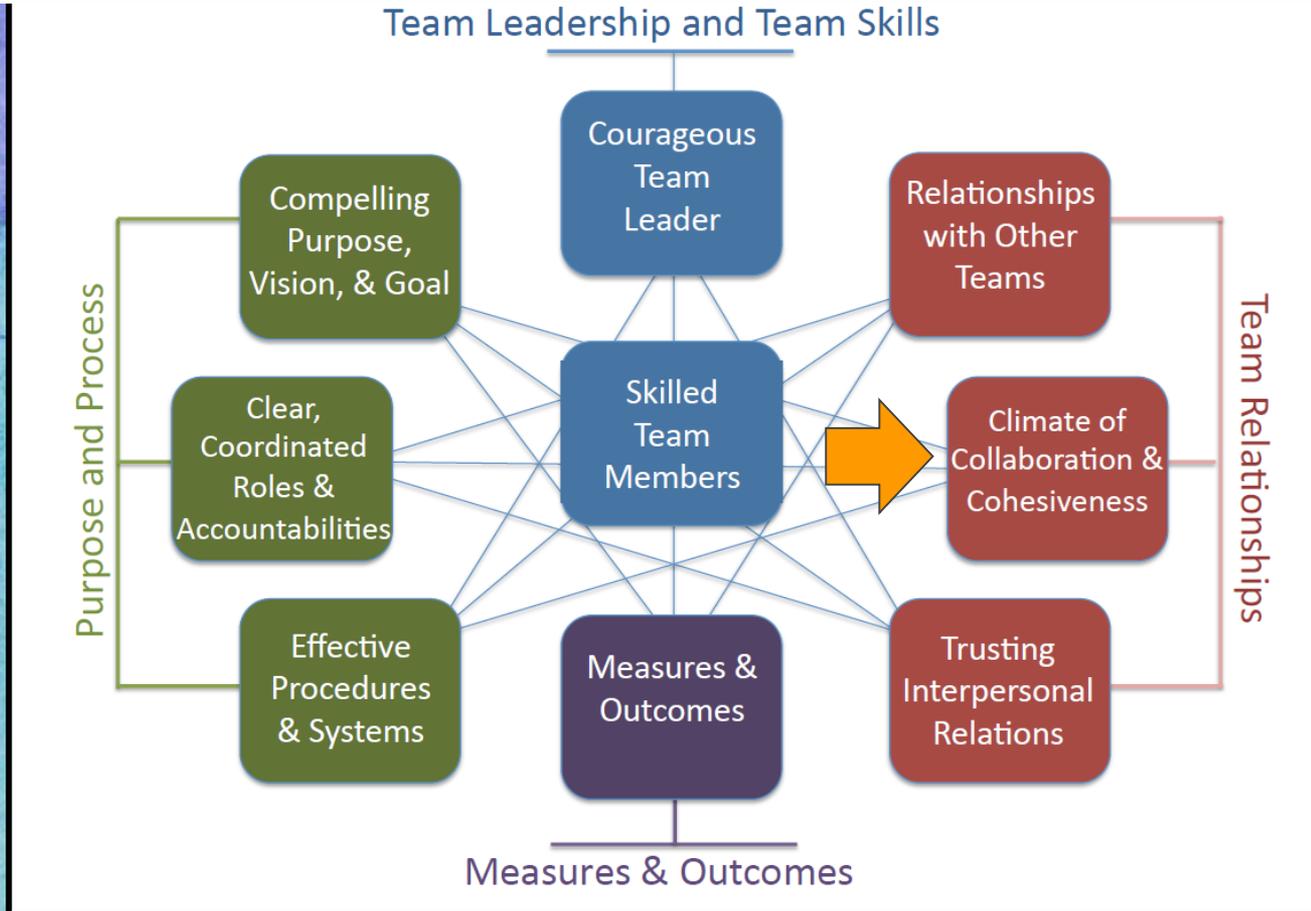
Equity

Equitable educational experiences for all

Enhance instruction and assessment to increase equitable learning opportunities for all students.

- Increase strength based thinking amongst staff
- Effectively identify & address barriers to learning
- Analyze common, well-intentioned educational practices that inhibit student access to learning

Our Vision & Role on the Team Matters



Connections to District MTSS Work



- Collaboration around data to address Tier II & III interventions
- Formative assessments guide work and effectiveness of support
- Building wide schedule directs support time for interventions to occur
- Starting work looking at students based on need rather than label

A circular watercolor splash with a soft, irregular edge. The colors transition from a deep blue on the left, through a vibrant purple in the center, to a bright green on the right. The texture is soft and painterly.

**So what does
this look like for
our students &
teachers?**

5th Grade Strategy Groups!

What?

- Heterogeneous small groups centered around 1 standard that needs improvement

Why?

- All students exposed to and given tools to access grade level text
 - Middle School preparation

5th Grade Strategy Groups!

Planning

- STAR data spreadsheet to pick critical standard across grade level
 - 4 week cycle
 - Used data to create groups across classrooms (integrating SPED & Specialists support)
 - Grouping based on learning style and student relationships
- 

5th Grade Strategy Groups!

Execution?

- Week 1: Text immersion & listening to text through Google Classroom
- Week 2: Strategies for standard
- Week 3: Group Written response
- Week 4: Assessment

*Scaffolds and supports were varied for each group

[Strategy Group Plan](#)

5th Grade Strategy Groups!

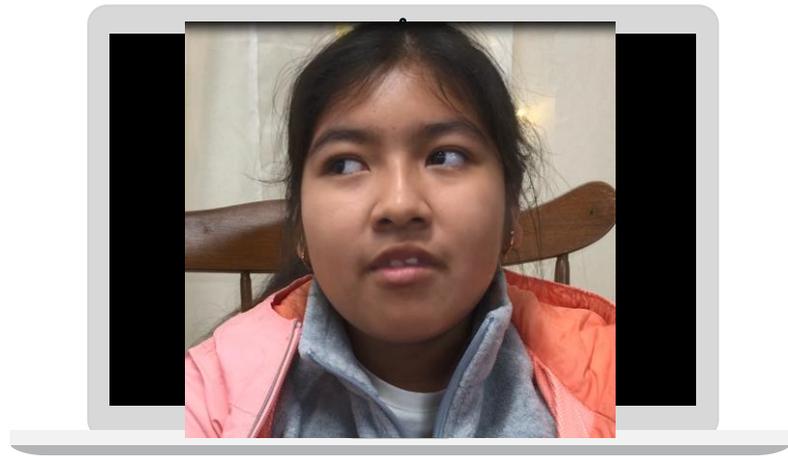
Results- Performance on RI.5.6

- Before: 12% proficient (>80% accuracy)

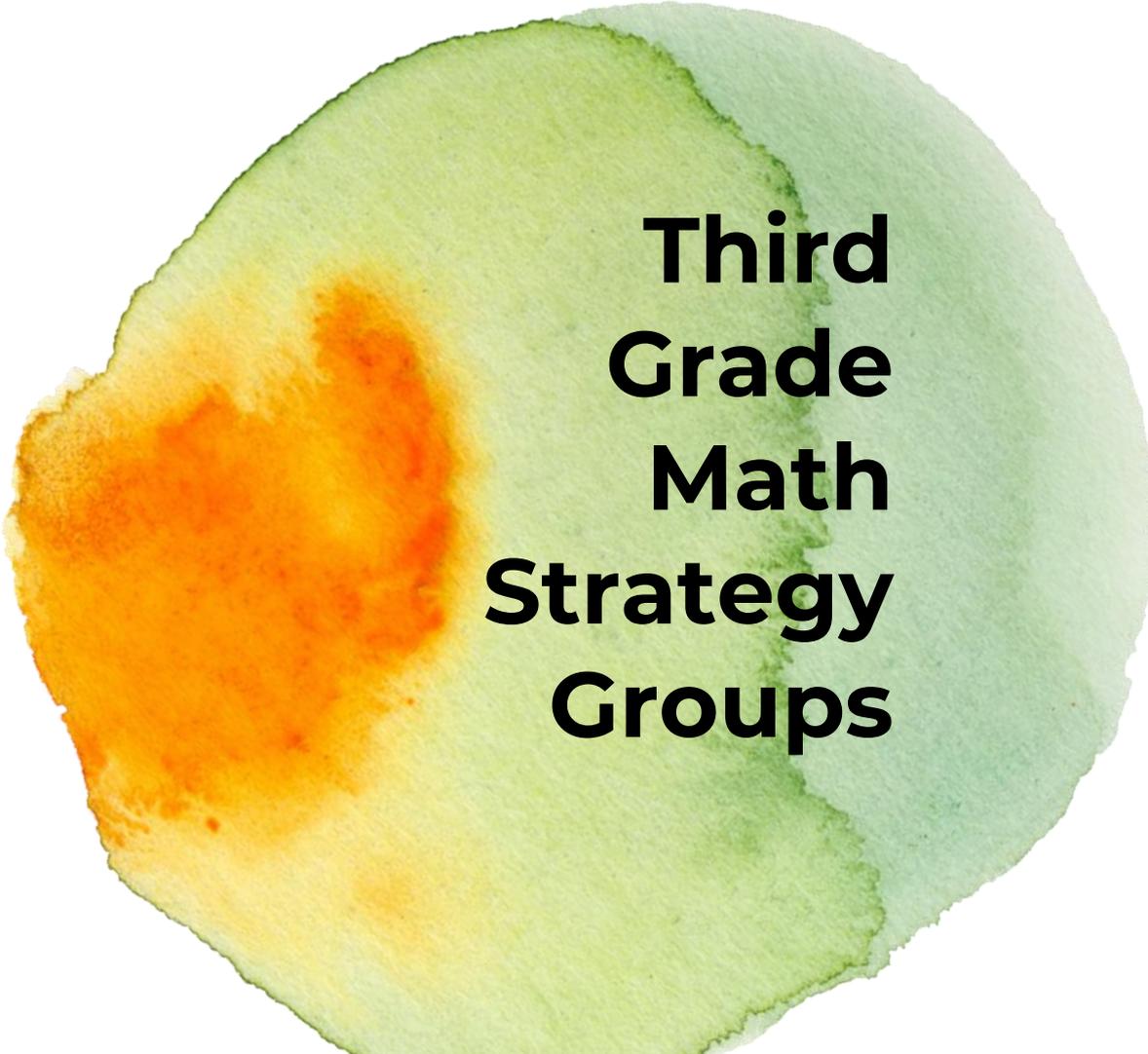
- After: 67% proficient (>80% accuracy)

*72% of students grew by at least one level

*96% of students made noticeable growth (>20 percentage points)



**What do our
Fifth Grade
students say
about
Strategy
Groups?**

A circular watercolor splash on a white background. The splash is divided into two main color areas: a light green area on the right and a yellow-orange area on the left. The colors blend into each other with soft, feathered edges.

**Third
Grade
Math
Strategy
Groups**

Third Grade Math Strategy Groups

What?

- **Small groups centered around math standards**

Why?

- All students exposed to and given tools to access grade level math content

Planning

- Pre-assessments from Bridges were used to determine skills students needed
- Used data to create groups across classrooms integrating Special Education teachers, Math Specialists & Para-educator support
- Grouping based on need

Execution

- Weekly planning for Intervention.
- Students worked in small groups of 3-4 for 20 minutes
- Students rotate in their classroom
- Week X: Assessment
- Scaffolds and supports were varied for each group

Third Grade Math Strategy Groups

Results- Performance on Bridges Assessment

- Before: % proficient (>80% accuracy)
- After: % proficient (>80% accuracy)
- % of students grew by at least one level
- % of students made noticeable growth (>20 percentage points)



What do our
Third Grade
students say
about
Math Push-in
Groups?

Third Grade Math Strategy Groups

Results- Performance on Bridges Assessment

- Before: % proficient (>80% accuracy)
- After: % proficient (>80% accuracy)
- % of students grew by at least one level
- % of students made noticeable growth (>20 percentage points)

First Grade Push-in Tutoring Groups

What?

- **Homogeneous small groups centered around foundational skills that need improvement**

Why?

- **Beginning readers need foundational skills in order to access text. Without these skills holes begin to form in their understanding**

First Grade Tutoring Groups

Planning

- Data spreadsheet to pick critical Foundational Skills that students would need to access text
- Blending, Sight Words & Encoding
- Used data to create groups across classrooms (integrating Reading Specialists & Para-educator support)
- Grouping based on need



First Grade Push-in Tutoring Groups

Execution

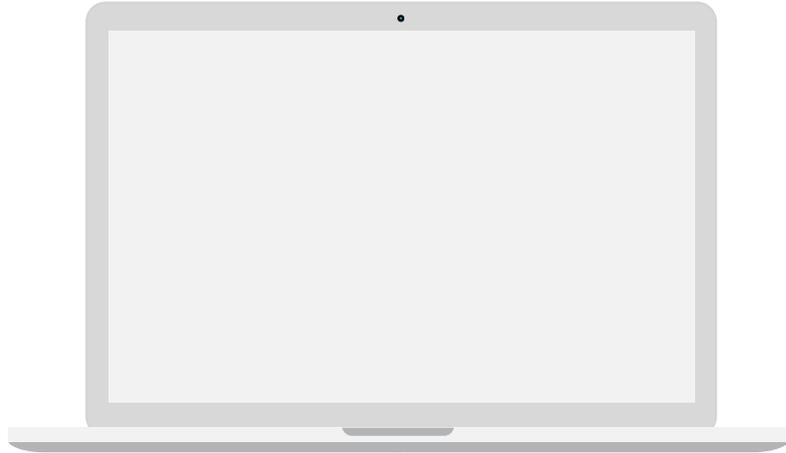
- Weeks 1-?: X of weeks for Intervention.
- Students worked in small groups of 3-4 for 20 minutes
- Students rotate in their classroom
- Week X: Assessment

*Scaffolds and supports were varied for each group

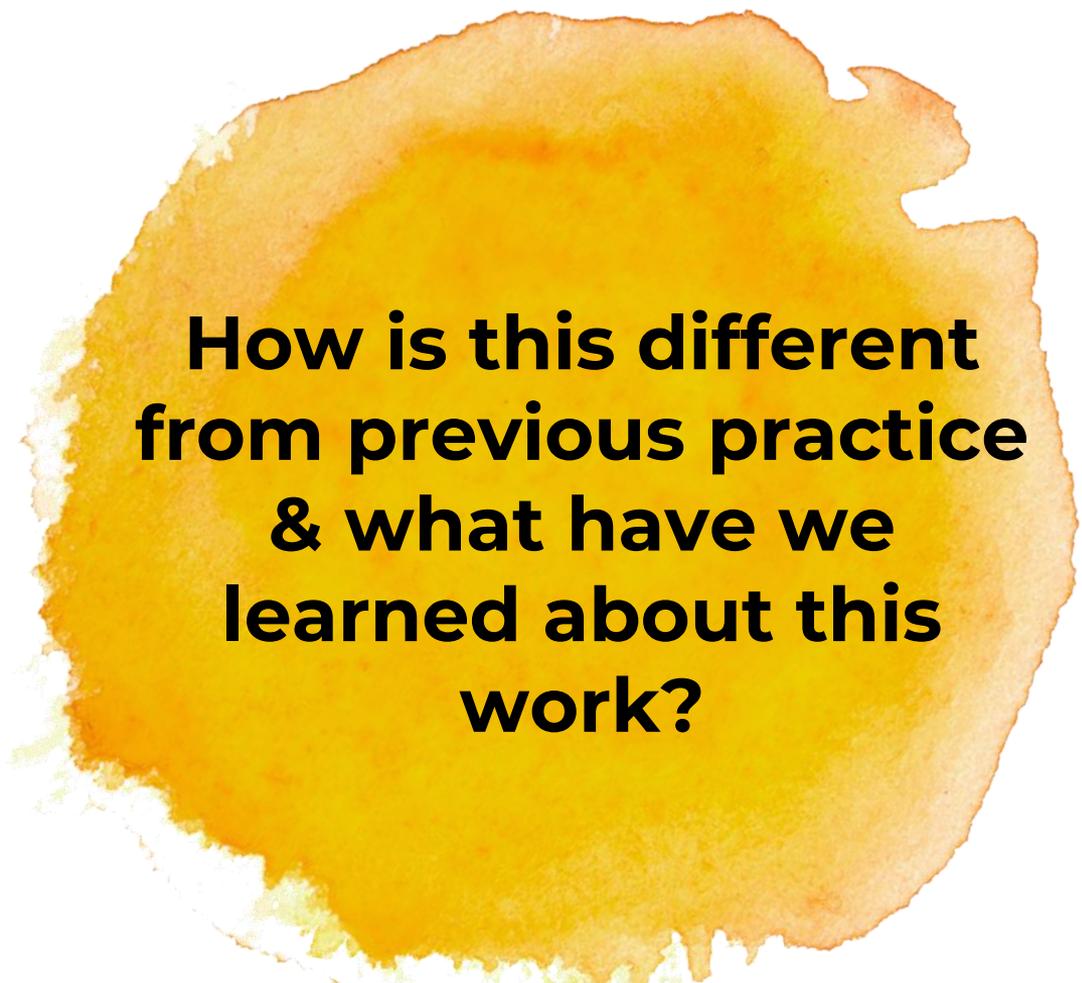
First Grade Tutoring Groups

Results- Performance on Local Assessment

- Prior to Groups: 39% proficient (>80% accuracy)
- After Groups: 67% proficient (>80% accuracy)
- 50% of students made noticeable growth (>20 percentage points)



**What do our
First Grader
students believe
now about
themselves as
readers?**



**How is this different
from previous practice
& what have we
learned about this
work?**

We have learned...

1

Collaboration takes perseverance, open mindedness and a willingness to innovate.

2

Collaboration takes trusting relationships.

3

Collaboration takes resources and willing to examine the data and adjust.



**Thank
You**