

Twin City Elementary  
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Principal: Jennifer Allen  
School Improvement Plan 2016 - 2017  
Updated October 2016

Twin City Elementary School serves students in grades kindergarten through fifth. Our current enrollment is 345 students. Twin City is located in Stanwood, Washington and is one of five elementary schools in the Stanwood Camano School District.

This school improvement plan is a work in progress. It describes Twin City Elementary School's mission, improvement goals, and action plan. Regular analysis of student achievement will document our progress towards our goals. Additionally, as the plan details, the overall strategy is consistent with the Cycle of Inquiry model led by the ESD Leadership Cadre group from our school district. The key plan focus will address the instructional core, especially as it relates to the University of Washington Center for Educational Leadership's 5 Dimensions of Powerful Teaching and Learning.

Certain key principles have guided the process. They include:

- All members of the teaching staff have been involved in the planning process and all classified staff members have been encouraged to participate in the process.
- Participants reviewed a variety of data (SBA, MAP, CBM) to determine the goal areas.
- School improvement is a journey of continuous improvement and the plan is a road map for ongoing discussion on student achievement.
- The written plan is only as good as the quality of thought that goes into it, and the time and commitment that is given by everyone who has a stake in the plan.

Twin City Elementary Leadership Team

Renee Barrie	Kindergarten Teacher
Colleen Knutzen	1 <sup>st</sup> Grade Teacher
Laura Laures	Librarian
Erin Nguyen	ELL Literacy Support Teacher
Katie Pickrell	Title I/LAP Coordinator
Joyce Zeigen	ELL Teacher
Jennifer Allen	Principal

## **Twin City Elementary School**

### **Vision and Mission Statement**

Our Mission at Twin City Elementary is to create a community of children, staff and parents who actively work together to provide a safe learning environment, that will enable all children to reach their highest potential.

We believe:

- academic excellence is achieved through a standards-based design that recognizes learning styles, delivery methods, and curriculum integration in order to meet individual student needs;
- in promoting responsible behavior by establishing high expectations and positive school-wide expectations;
- in facilitating effective communication and collaborative problem solving among students, staff and parents.

Our Vision is to:

- Inspire our children to see themselves as global citizens and lifelong learners who are responsible, contributing members of society.
- Encourage our families and community to become active participants in education.
- Structure our academic environment to consistently meet and exceed the highest educational standards.

Twin City Elementary has been engaged in the school improvement process since 2001. The school improvement plan included is our seventh plan and will be our guide beginning the fall of 2016 and will continue through 2017. As a part of our continuous improvement process Twin City Elementary staff frequently look at a variety of data to make instructional decisions. At least once annually we do a data carousel that allows us to look at a wide variety of data (CBM, MAP, SBA) all at once. This data review was done most recently using the protocol from *Data into Action* by Daniel R. Venable on October 5, 2016. During this day we analyzed the data, review progress on current goals, and formulated thoughts on what need to be contained in our new plan.

On the following page you will find our Smarter Balanced Assessment data trends. In looking at trend data, we find that our students have made continuous and steady progress. We regularly look at those strands in which our performance is not adequate and identify students who need extra intervention. Those students are then placed into intervention groups to gain needed skills.

## School Improvement Goal: English Language Arts

**By June 2017, 70% of our students will meet or exceed the standard in reading as measured by the Smarter Balanced Assessment.**

*Strategy: To support and maintain a coherent, effective, school-wide approach to literacy instruction that is responsive to the needs of diverse learners.*

*Rationale: With a research-based, system-wide approach to reading, grounded in assessment data, we can be assured that all students are given the support they need to be successful.*

<b>Activities to Achieve this Goal</b> Actions that occur and steps staff will take.	<b>Professional Development</b> Attitudes and skills needed to implement the activity.	<b>Timeline for Implementation</b> Beginning and end for each strategy or action.	<b>Resources</b> Existing and new resources to support implementation.	<b>Personnel Involved</b> Leadership provided and staff involved in doing the work.	<b>Monitoring Effectiveness</b> Data demonstrating positive student outcomes.
Implementation of <i>Journeys</i> , a comprehensive, research-based reading program, with fidelity in all classrooms	Professional Development Wednesdays (PDW) for training and collaboration  Consultation/ coaching from District Literacy Coach and Title I Coordinator	September 2016 to present	<i>Journeys</i> materials including intervention components, <i>Write-In Reader</i> and <i>Tool-Kit</i>  <i>The Daily 5</i> framework to facilitate small group management (Boushey, 2006)  Monthly collaboration meetings for Title I/LAP Coordinators and Literacy Coach	All Staff District Literacy Coach Title I Coordinator Paraeducators	<i>Journeys</i> Curriculum-Based Assessments  AIMSWEB benchmark and progress monitoring data  MAP data  Smarter Balanced Assessment data
Revisions to <i>Journeys</i> pacing guidelines to include a more direct relationship between reading and written response including narrative, informational and persuasive modes	Professional Development Wednesdays (PDW) for training and collaboration  Consultation/ coaching from District Literacy Coach and Title I Coordinator	September 2016 to present	Smarter Balanced Released Items and Writing Rubrics	All Third, Fourth, and Fifth Grade Staff District Literacy Coach	Google Docs units for each <i>Journeys</i> lesson including CCSS, supplemental materials, technology, and writing product

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Align instruction and curriculum materials to the Washington State Learning Standards (Common Core)	Professional Development Wednesday (PDW) training and collaboration	September 2016 to present	OSPI Achieve the Core	All Staff	AIMSWEB benchmark data  MAP data  Smarter Balanced Assessment data
Data into Action meetings establishing a SMART goal to monitor Hot List students	Data into Action protocol  Cycle of Inquiry  Formative Assessment	October 2016 to present	<i>Journeys</i> Intervention materials  Fast Track Phonics  IXL and other learning websites	All Staff	AIMSWEB benchmark or progress-monitoring data  Classroom-based assessment
Supplemental intervention materials to address specific areas of student need	Training on program specific implementation by Title I Coordinator	September 2016 to present	Read Naturally  Fast Track Phonics  Words Their Way  <i>Journeys</i> Intervention Reading Toolkit	Title I Coordinator Paraeducators Volunteers	AIMSWEB benchmark and progress-monitoring data  Classroom-based assessment

## School Improvement Goal: Math

**By June 2017, 75% of our students will meet or exceed the standard in math as measured by the Smarter Balanced Assessment.**

*Strategy: To identify and meet the needs of struggling learners.*

*Rationale: By drilling down to individual students, we can better meet their needs in the skill areas they are struggling with.*

<b>Activities to Achieve this Goal</b> Actions that occur and steps staff will take.	<b>Professional Development</b> Attitudes and skills needed to implement the activity.	<b>Timeline for Implementation</b> Beginning and end for each strategy or action.	<b>Resources</b> Existing and new resources to support implementation.	<b>Personnel Involved</b> Leadership provided and staff involved in doing the work.	<b>Monitoring Effectiveness</b> Data demonstrating positive student outcomes.
Implementation of <i>Math Expressions</i> , a comprehensive, research-based reading program, with fidelity in all classrooms	Professional Development Wednesdays (PDW) for training and collaboration	September 2016 to present	<i>Math Expressions</i> materials including intervention components  <i>The Daily 5</i> framework to facilitate small group management (Boushey, 2006)	All Staff District Math Coach Title I Coordinator Paraeducators	<i>Math Expressions</i> Curriculum-Based Assessments  AIMSWEB benchmark and progress monitoring data  MAP data  Smarter Balanced Assessment data
Align instruction and curriculum materials to the Washington State Learning Standards (Common Core)	Professional Development Wednesday (PDW) training and collaboration	September 2016 to present	OSPI Achieve the Core	All Staff	AIMSWEB benchmark data  MAP data  Smarter Balanced Assessment data
Supplemental intervention materials to address specific areas of student need	Training on program specific implementation by Title I Coordinator	September 2016 to present	<i>Math Expressions</i> differentiation materials  Origo  Math You See	Title I Coordinator Paraeducators Volunteers	Increase in student achievement as measured by curriculum-based assessments  IXL student summary analysis

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Use of Interim Block Assessments	Use of common planning and collaboration time to review assessments and scoring guides	October 2016 to present	Interim Block Assessments for Smarter Balanced	Third, Fourth, and Fifth grade teachers	Analysis of common assessment student data
Use of Common Grade Level Assessments	Use of common planning and collaboration time to review assessments and scoring guides	October 2016 to present	Grade level assessments in <i>Math Expressions</i> materials, specifically Performance Tasks	All teachers	Analysis of common assessment student data
Use of IXL and Xtramath online learning websites	Teacher training during Professional Development Wednesdays (PDW)	September 2015 to present	VDI Computer Labs	All staff	IXL and Xtramath online teacher and student reports

## School Improvement Goal: Parent Involvement

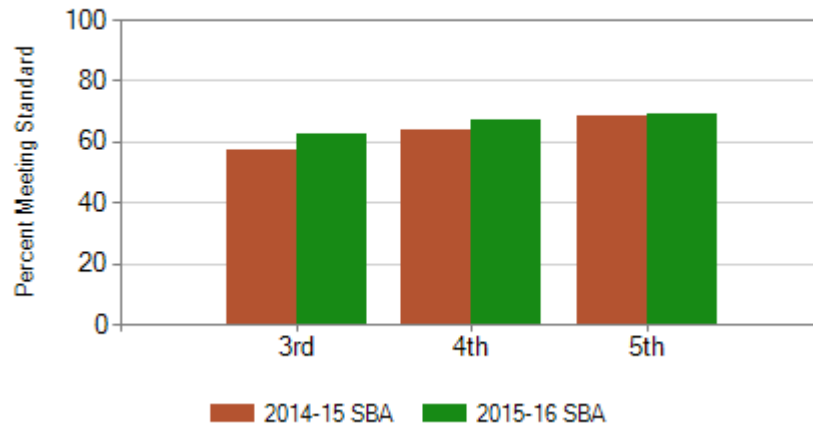
By June 2017, our parent involvement in school activities and learning support at home will increase.

<b>Activities to Achieve this Goal</b> Actions that occur and steps staff will take.	<b>Professional Development</b> Attitudes and skills needed to implement the activity.	<b>Timeline for Implementation</b> Beginning and end for each strategy or action.	<b>Resources</b> Existing and new resources to support implementation.	<b>Personnel Involved</b> Leadership provided and staff involved in doing the work.	<b>Monitoring Effectiveness</b> Data demonstrating positive student outcomes.
Increase parent capacity to support student learning at school and at home in the area of Reading	N/A	September 2016 to present	Monthly <i>Reading Connection</i> and <i>Home-School Connection</i> newsletters  Parent Resource Library materials  <i>Think Central</i> and other website resources	Title I /LAP Coordinators Literacy Coach Teacher Parents	Spring Parent Survey feedback  Participation and feedback from parent events
Increase participation on our WATCH D.O.G.S. program	WATCH D.O.G.S. information night and flyers	September 2016 to present	N/A	Principal	Calendar
Provide volunteer training to orientate our parents to the office equipment and details of the school	N/A	September 2016 to present	Twin City Elementary Student and Staff Handbook  Stanwood-Camano School District Harassment, Intimidation, and Bullying Policy 3207	Office Staff Principal	Volunteer Database
Increase student and family participation in our Twin City PTA events	Quarterly PTA General Meetings	September 2016 to present	School Messenger and Website	TCE PTA Members All Staff	Calendar of Events Attendance Records Financial Records

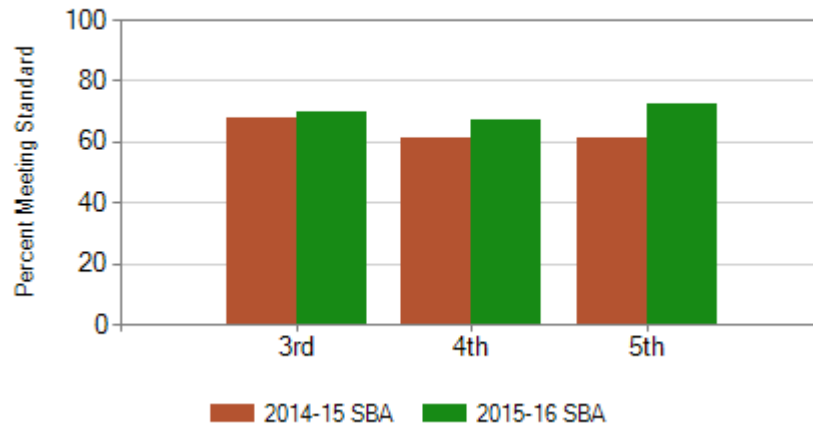


# TWIN CITY ELEMENTARY SMARTER BALANCED DATA, SPRING 2016

## English Language Arts



## Math



# TWIN CITY ELEMENTARY MEASURE OF STUDENT PROGRESS DATA, SPRING 2016

## Science

