

Twin City Elementary  
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(360) 629-1270



Principal: Jennifer Allen  
School Improvement Plan 2017-2018  
Updated October 2017

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.

The 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 develops, the overall strategy is consistent with the Cycle of Inquiry model led by the ESD Leadership Cadre group from our school district. A primary 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.

Several 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

Barrie	Kindergarten Teacher
Devora-McNabb	1/3 HiCap Teacher
Meier	Third Grade Teacher
Wickner	Third Grade Teacher
Zeigen	EL Teacher
Laures	Librarian
Terrell Allen	Principal

## City Elementary School Vision and Mission Statement

The vision at Twin City Elementary is to create a community of children, staff and parents who actively work together to provide a 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 mission 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 a five-year plan and will be our guide beginning the fall of 2016 and will continue through 2021. 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 a year 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 most recently using the protocol from *Data into Action* by Daniel R. Venable on October 5, 2016. During this day we analyzed data, review progress on current goals, and formulated thoughts on what needs 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 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.

**ol Improvement Goal: English Language Arts**

**ie 2018, 75% of our students will meet or exceed the standard in English/Language Arts as measured by the Smarter Balanced Assessment.**

*y: To support and maintain a coherent, effective, school-wide approach to literacy instruction that is responsive to the needs of diverse learners.  
 ile: With a research-based, system-wide approach to reading, grounded in assessment data, we can be assured that all students are given the support needed to be successful.*

<b>Steps to Achieve this Goal</b> 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 outcome
Implementation of Journeys, a comprehensive, research-based reading program, with fidelity in classrooms	Professional Development Wednesdays (PDW) for training and collaboration  Consultation/ coaching from District Literacy Coach and Title I Coordinator	September 2017 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 Assessment  AIMSWEB benchmark and progress monitoring data  MAP data  Smarter Balanced Assessment data
Making revisions to Journeys pacing guides to include a direct relationship between oral and written language including narrative, informational and persuasive modes	Professional Development Wednesdays (PDW) for training and collaboration	September 2017 to present	Smarter Balanced Released Items and Writing Rubrics	All First, Second, Third, Fourth and Fifth Grade Staff Erin Nguyen	Google Docs units for each <i>Journeys</i> lesson including CCSS, supplemental materials, technology and writing products

<b>Steps to Achieve this Goal</b> <small>that occur and steps staff will take.</small>	<b>Professional Development</b> <small>Attitudes and skills needed to implement the activity.</small>	<b>Timeline for Implementation</b> <small>Beginning and end for each strategy or action.</small>	<b>Resources</b> <small>Existing and new resources to support implementation.</small>	<b>Personnel Involved</b> <small>Leadership provided and staff involved in doing the work.</small>	<b>Monitoring Effectiveness:</b> <small>Data demonstrating progress and student outcome</small>
Instructional materials to Washington State Learning Standards (on Core)	Professional Development Wednesday (PDW) training and collaboration	September 2017 to present	OSPI Achieve the Core	All Staff	AIMSWEB benchmark data  MAP data  Smarter Balanced Assessment data
Interim Block Assessments	Use of common planning and collaboration time to review assessments and scoring guides	September 2017 to present	Interim Block Assessments for Smarter Balanced	Third, Fourth, and Fifth grade teachers	Analysis of common assessment student data
Instructional materials address specific student need	Training on program specific implementation by Title I Coordinator	September 2017 to present	Read Naturally  Words Their Way  Journeys Intervention Reading Toolkit  Really Great Reading	Title I Coordinator Special Education staff Volunteers	AIMSWEB benchmark progress-monitoring data  Classroom-based assessment

**Goal Improvement Goal: Math**

**By the 2018, 75% of our students will meet or exceed the standard in math as measured by the Smarter Balanced Assessment Consortium.**  
*Priority: To identify and meet the needs of struggling learners.*  
*Strategy: 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> Activities 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 progress and student outcome
Implementation of <i>Math Expressions</i> , a comprehensive, math-based reading intervention, with fidelity in classrooms	Professional Development Wednesdays (PDW) for training and collaboration	September 2017 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 Title I Coordinator Paraeducators	<i>Math Expressions</i> Curriculum-Based Assessments  AIMSWEB benchmark and progress monitoring data  MAP data  Smarter Balanced Assessment data
Instruction and curriculum materials to Washington State Learning Standards (on Core)	Professional Development Wednesday (PDW) training and collaboration	September 2017 to present	OSPI Achieve the Core	All Staff	AIMSWEB benchmark data  MAP data  Smarter Balanced Assessment data
IXL and Xtramath online math websites	Teacher training during Professional Development Wednesdays (PDW)	September 2017 to present	VDI Computer Labs Chromebook Carts	All staff	IXL and Xtramath teacher and student reports

<b>Steps to Achieve this Goal</b> 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 student outcome
Interim Block assessments	Use of common planning and collaboration time to review assessments and scoring guides	September 2017 to present	Interim Block Assessments for Smarter Balanced	Third, Fourth, and Fifth grade teachers	Analysis of common assessment student data

## Goal Improvement Goal: Parent Involvement

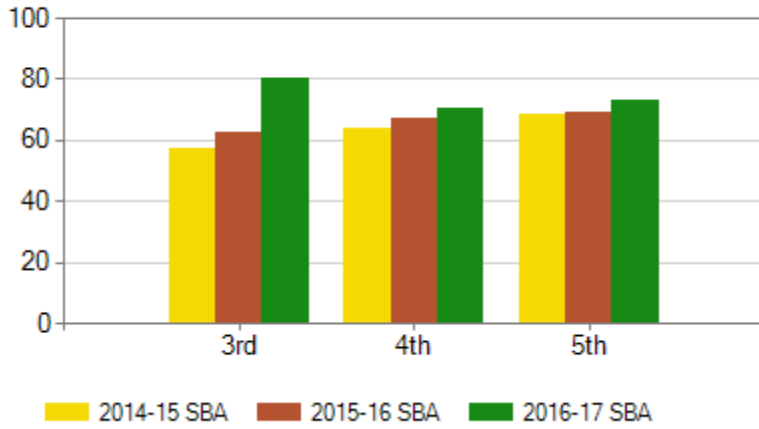
In 2018, our parent involvement in school activities and learning support at home will increase through improved home communication.

<b>Activities to Achieve this Goal</b> Activities 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 involvement to support student learning at school and at home in the area of Reading	N/A	September 2017 to present	Monthly <i>Reading Connection</i> and <i>Home-School</i> Connection newsletters  Parent Resource Library materials  <i>Think Central</i> and other website resources  Title & ELL Parent Meetings and Events	Title I /LAP Coordinators Literacy Coach Teacher Parents	Spring Parent Survey feedback  Participation and feedback from parent events
Increase volunteer participation to orientate new parents to the equipment and facilities of the school	N/A	September 2017 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 parent participation in the City PTA	Quarterly PTA General Meetings	September 2017 to present	School Messenger and Website	TCE PTA Members All Staff	Calendar of Events Attendance Records Financial Records

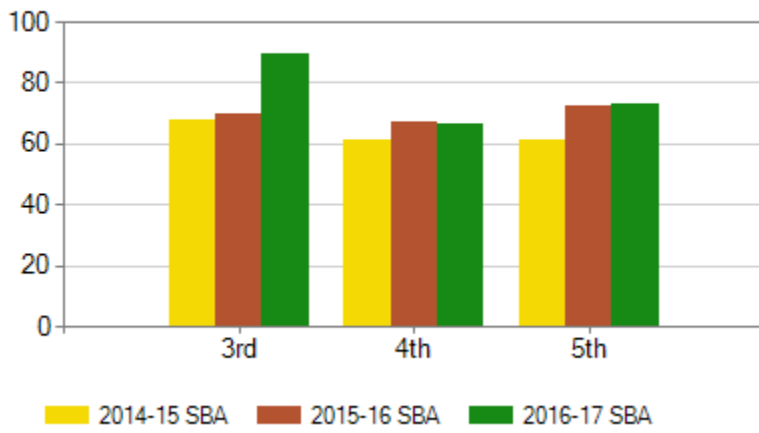


# I CITY ELEMENTARY SMARTER BALANCED DATA, SPRING 2017

## English Language Arts

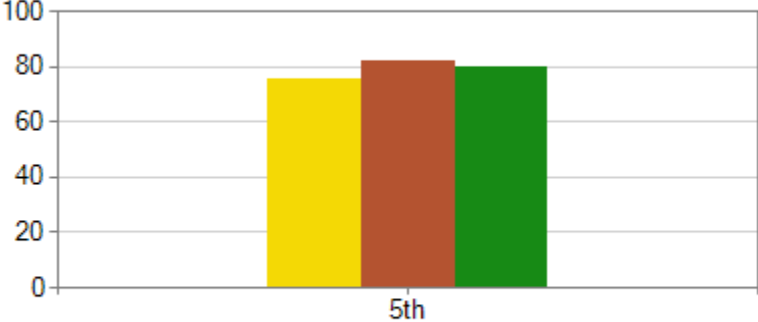


## Math



I CITY ELEMENTARY MEASURE OF STUDENT PROGRESS DATA, SPRING 2017

Science



2014-15 MSP/HSPE    2016-17 MSP/HSPE  
2015-16 MSP/HSPE