



DISTRICT MISSION

The mission of the Shoreline School District is to provide a collaborative learning community which engages all students in learning the academic and work-life skills needed to achieve their individual potential and become responsible citizens.

VISION FOR STUDENT LEARNERS

Shoreline School District will support **all students** in becoming...

Persistent
Effective Communicators
Growth Oriented
Critical Thinkers
Empathetic
Creative
Global Citizens
Knowledgeable
Collaborative

SHARED BELIEFS

All students can achieve

All students can grow to reach their academic and personal excellence.

Equitable access to rigorous learning is essential

All students will be provided with equitable instruction, access to innovative programs, and necessary supports for success.

Diversity makes our community stronger

We view diversity as an asset. Fostering an environment of dignity and respect, all individuals, opinions, and contributions are valued.

Curiosity sparks creativity and innovation

Students will be encouraged to generate questions, explore topics of interest, and engage in inquiry to develop new ideas and novel ways of thinking.

Respect, empathy, and collaboration are at the core of community

Students will broaden their perspectives by seeking to understand the perspectives and experiences of others to enable them to work collaboratively. Students will understand their role and responsibilities in our local and global community.



INSTRUCTIONAL STRATEGIC DIRECTIONS

We will design and implement systems of learning that honor individual student goals and dreams, while building college and career readiness in an environment that supports social, emotional, and physical well being.

1. Support a **culture of ongoing learning and growth**.
2. Embrace **equity and diversity**.
3. **Know our students** and meet their social, emotional, and academic needs.
4. Foster students' ability to develop **academic, life, and career skills**.
5. Teach in ways that are **relevant, engaging, innovative, student-driven, and rigorous**.

2017-2018 DISTRICT STRATEGIC DIRECTION FOCUS

Culture of ongoing learning and growth.

SCHOOL IMPROVEMENT PLAN & TIMELINE

Purpose: The School Improvement Process is designed to be a reflection of the work done in each of our schools.

Organizational Drivers: As the SIP is drafted; the Organizational Drivers are used to intentionally develop supports and structures needed to create a comprehensive school improvement model.

Timeline:

- June 2018 SIP Template Shared with Principals
- October, 2018 Draft SIP Due to Director of Teaching and Learning
- November, 2018 Final SIP sent to School Board
- June 2019 Review & Reflect

KEY ORGANIZATIONAL DRIVERS

- **Teaching and Learning**
 - Guiding questions to consider:
 - How do we ensure our staff are knowledgeable, skilled, and prepared to teach the students in Shoreline schools?
 - How do we engage all students in active and purposeful learning?
 - Where does our curriculum provide challenging, exploratory, integrative and relevant learning opportunities?
 - When and where do we employ multiple learning and teaching approaches matching service with student learning need?
 - How do we utilize varied and ongoing assessments to advance learning as well as measure it?
- **Professional Learning**
 - Guiding questions to consider:
 - In what ways do we ensure all staff are committed and knowledgeable about the appropriate age group, educational research and best practices?
 - How do we work collaboratively?
 - How do we ensure our professional development reflects best instructional practices?
- **Leadership and Organization**
 - Guiding questions to consider:
 - How are staff provided opportunity to be engaged in meaningful leadership?
 - Are the structures (schedules and programs) purposeful and supportive of learning and meaningful relationships?
 - How do we ensure our future school structures support student success and reflect best practices?
- **Culture and Community**
 - Guiding questions to consider:
 - In what ways do we create and maintain a school environment that is inviting, safe, inclusive and supportive of all?
 - How do we create an atmosphere where students and staff take intellectual risks and explore new challenges?
 - How do we foster a sense of family and community?
 - In what ways do we demonstrate a commitment to all students?



Section 1: School Vision / Mission

Vision

One Community • Stronger Together • Celebrating 25 Years of Greatness

Core Values

Belonging • Engagement • Equity • Flexibility
Growth Mindset • Joy • Respect • Wellness

Mission Statement

Our mission is to provide the best possible learning environment for children, one that is emotionally and physically safe. This environment is also one in which students, staff, and families collaborate to promote an appreciation of diversity, positive interdependence, and intellectual curiosity, as well as high individual, social, and academic expectations and a passion for life.

All Families Welcome

At Meridian Park Elementary, we welcome, embrace, and care for ALL families. Because at times families can experience feelings of uncertainty or anxiety, we cannot say strongly enough that our public schools, including Meridian Park, are a safe place for ALL students and families to learn, grow, and be part of a community. If you or another family have any questions, concerns, or need support, please contact us directly or any member of our staff. Each and every day, please join us in making all families feel welcome and part of our wonderful school.



Section 2: Review of School Data 2017-2018

Data & Information – Key Performance & Participation Information

How are students performing?

Please see data charts attached to this plan (Appendix). The data charts represent the work of many staff to provide a total school program that creates opportunities for all students to grow with learning and social emotional goals.

Academic Achievement – state assessment results (Smarter Balanced Assessment)

- Please see attached data chart

Sub Group Achievement - based on state assessment results (Smarter Balanced Assessment)

- Please see attached data chart

PLC – staff team data (professional learning community data)

- PLC Goal Data - attached

Intervention Services – Participation Data for Title/LAP/ELL Intervention Services

- Approximately 100 Title Students Qualified/Served for Intensive Reading or Math Support
- Approximately 50 LAP Students Qualified/Served for Intensive Reading Support
- Approximately 75 Limited English Students Qualified/Served for ELL Services
- Approximately 25 students qualified/served for IEP/SPED Resource Room services



Section 2: Review of School Information 2018-2019

Data & Information

What other data and information should we know about your school?

Enrollment

Oct 1, 2015 – 530 students grades K-6

Oct 1, 2016 - 613 students grades K-6

Oct 1, 2017 – 748 students grades K-6

Oct 1, 2018 – 773 students grades K-6

214 in Kinder

351 in General Education Program

208 in Highly Capable/Gifted Program

Other Demographics

27% free/reduced rate overall

40% free/reduced rate general education only

2.5% homeless

Attendance - Discipline

99.9% Attendance Rate (.1% unexcused)

Approximately 10 suspensions

Staff

31 classroom teachers

10 specialist teachers

20 classified staff

Source: School Data and OSPI Report Card

Section 3: Reflection of 2017-2018

School Strengths

Meridian Park strengths continue to center on growth with academic achievement, along with our positive school culture, climate, and diverse community involvement. Our school is growing because of our neighborhood and overflow kindergarten. Please see attached school profile for more information.

Goal Accomplishments for 2017-18

Instruction & Academics – use of high leverage instructional strategies to reduce the achievement gap (Visible Learning; John Hattie)

Equity – two staff led learning workshops; started all staff study of Culturally Responsive Teaching and the Brain, Z Hammond (continue 1819)

Fitness – increased movement during classroom time to enhance learning

PBIS – solidify our Tier 1 activities and use of the SWISS data system

Kindergarten – third year of district overflow program (10 kindergarten classrooms) – not a goal area, but one of accomplishment

School Challenges and Gaps

Academics: Meet the needs of students who are under performing, low income, limited English, and high achieving

- under-performing Hispanic/Latino students continue to be a particular emphasis for growth in 2018-19

Fitness: Students are not engaged in 60 minutes of daily physical activity needed to learn and be healthy (recess or PE)

Equity: Understand and implement culturally responsive instructional practices

PBIS: Increasing Tier 2 supports



Shoreline School District 2018-2019 School Improvement Plan

School: Meridian Park

Principal: David Tadlock

Date: November 1, 2018

Section 4: School Plan for Improvement in 2018-2019

| Teaching & Learning Goal for 2018-2019 | Connection to Instructional Strategic Plan | Actions or Activities to Advance the Goal | Measurement Activities/Plans Results or Indicators of Growth/Progress |
|--|---|--|--|
| <p>Instruction Goal: In an effort to move from research to practice, MP staff will explore and implement student centered instruction, with a particular focus on reducing the achievement gap for our Hispanic and Latino students.</p> <p>Need or Gap: Professional development and coaching on student centered learning opportunities and lesson designs that improve academic achievement for all students and especially underperforming students.</p> <p>Driver: teaching & learning</p> <p>Team: Marybeth Scherf, David Tadlock, and staff</p> | <p>Shared Beliefs and Strategic Directions</p> <ul style="list-style-type: none"> -All students can achieve. -Equitable access to rigorous learning is essential. -Teach in ways that are relevant, engaging, innovative, student driven, and rigorous. <p><u>Theory of Action</u></p> <p>If we learn about student-centered instruction, then we can impact student learning at higher levels. If we teach in ways that are relevant, engaging, innovative, student centered, and rigorous, then students will achieve at higher levels.</p> <ul style="list-style-type: none"> • teams believing 'We cause learning' • collective conversations based on evidence have great impact | <p><u>Staff and PLC Action Items</u></p> <ul style="list-style-type: none"> • review school wide state data • identify gaps by race and other areas • increase understanding of achievement gaps as defined by state data • teachers identify underperforming students – plc/eval goals • participate in district early release PD on student centered instruction • PLC focus on student centered instruction • Engage in co-planning meetings at least 3 times a year to look at data, plan for best practices, and plan for best use of resources to support all students. • Identify and regularly progress monitor the performance of our Hispanic and Latino students. • Commit to providing intervention support in classrooms (push-in) | <p><u>Measurement Activities</u></p> <ul style="list-style-type: none"> • Teachers using student centered strategies more often and more as a result of intentional planning • PLC more intentional about learning and application of student centered instruction • Staff feedback on value of PD and application/utilization of strategies • State SBA Claim and Target data |



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|--|--|---|--|
| | <ul style="list-style-type: none">• a shared belief that through collective action, teams can positively influence student outcomes, including those who are disengaged and/or disadvantaged | <ul style="list-style-type: none">• Book studies & district P12 PLC learning• Staff data dive into Hispanic/Latino students' performance• Identify culturally responsive instructional practices that support students of color with increased academic achievement | |
|--|--|---|--|



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| Section 4: School Plan for Improvement in 2018-2019 | | | |
|---|--|--|--|
| Wellness & Growth Goal for 2018-2019 | Connection to Instructional Strategic Plan | Actions or Activities to Advance the Goal | Measurement Activities/Plans Results or Indicators of Growth/Progress |
| <p>Wellness & Growth Goal To support the connection of learning and movement, our goal is to continue promoting movement as integral to growth and learning; as well as healthy minds & bodies in general.</p> <p>Need or Gap Students do not have enough opportunities to move as much as they need to during the school day. We do not currently meet state requirement for PE and believe in the efficacy of movement (WAC 392-410-135).</p> <p>Driver: Culture/community</p> <p>Team: Matt Alford, Spencer Lockwood, Denise Peters, Diana Kushner, Nicole Borovina, and others.</p> | <p>Shared Beliefs and Strategic Directions -All students can achieve. -Support a culture of ongoing learning and growth (mindset of movement) -Know our students and meet their social, emotional, physical, and academic needs. -Teach in ways that are relevant, engaging, innovative, student driven, and rigorous.</p> <p>Theory of Action If students are active and engaged in more frequent exercise their learning will improve; and their ability to self manage will improve (PBIS).</p> | <ul style="list-style-type: none"> • Train staff about importance of movement and academic success • Update norms and menu for using movement in the classroom • Provide options for integrating movement in learning disciplines • Refine classroom options to higher levels of movement and intensity • Provide staff workshop on using movement in the classroom. For example: <ul style="list-style-type: none"> - standing & movement during core instruction - brain break activities - yoga squats and yoga activities - dance activities - walk/run/jog type activities outside • Maximize our use of campus space • Continue to support before & after school activities where students experience movement and exercise • Continue development of a school wide 'vision' for being healthy • Resource library • Explore staff involvement at the PTA Spring Family event, with a focus on health and fitness | <ul style="list-style-type: none"> • Data involving classrooms, recess, and PE • Data on aerobic capacity collected • Classroom movement participation and growth data • Student survey data • Staff survey data • Collect & analyze data related to before and after school activities and opportunities; and how <p>More info for this section to be included as we implement the goal activities.</p> |

Section 4: School Plan for Improvement in 2018-2019

| Race & Equity Goal for 2018-2019 | Connection to Instructional Strategic Plan | Actions or Activities to Advance the Goal | Measurement Activities/Plans Results or Indicators of Growth/Progress |
|--|--|--|--|
| <p>Race & Equity Goal Shift from research to action to implement equitable strategies and practices at the classroom and school levels.</p> <p>Need or Gap: We have an achievement gap involving our white and non-white students.</p> <p>Driver: Culture/community & all four drivers as this work develops</p> <p>Team: Natalie Bachicha-Wells, Admin, and staff members</p> | <p>Shared Beliefs and Strategic Directions -All students can achieve. -Diversity makes our community stronger. -Embrace equity and diversity.</p> <p><u>Theory of Action</u></p> <ul style="list-style-type: none"> • If we embrace equity and diversity, we will foster an environment where all individuals, opinions, and contributions are valued. • If we understand our achievement and opportunity gaps, we can reduce them. • If all students have greater access and opportunity, they will grow and learn • If we design lessons that are more rigorous, student centered, and incorporate choice, students will become more independent learners | <p><u>Major Activities</u> Establish an Equity Team with the focus of identifying opportunities to develop more equitable classroom practices</p> <p>Read and apply Culturally Responsive Teaching and The Brain, by Zaretta Hammond</p> <p><u>Other Learning Activities</u></p> <ul style="list-style-type: none"> • Rooting Morning Meetings in the Celebration of Identity • Pursuit of translation services for PTSA/building based handouts • Mindful class assignments • Flexible non-static instructional groupings • Collaborative diverse book lists for classroom libraries • Equitable access to Hi-Cap dates and services • Mindful strategies for equitable calling on student volunteers • Balanced equity-training: Conversations + Practical Ideas | <p><u>Activities continued</u></p> <ul style="list-style-type: none"> • Create opportunities for cross gen- ed and hi-cap interactions • Learn and understand about Hi-Cap eligibility and program • Learn about the Cafecitos Programs • Targeted support homework club • Establish systems to increase access to student store, school events, spirit activities • Provide language line training <p>-----</p> <p>Measurements</p> <ul style="list-style-type: none"> • Reduction in achievement gaps • Information and evidence gathered from classroom visits and walk-throughs • Growth with staff awareness and understanding as measured by involvement in PD and feedback. • Increased family engagement • Increased application of CRT & The Brain strategies |



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Section 4: School Plan for Improvement in 2018-2019

| Positive Behavior Intervention Goal for 2018-2019 | Connection to Instructional Strategic Plan | Actions or Activities to Advance the Goal | Measurement Activities/Plans Results or Indicators of Growth/Progress |
|--|---|---|--|
| <p>Positive Behavior Intervention Systems (PBIS)</p> <p>Goal: By June 2019, continue to enhance Tier 1 systems, focusing on relationships and community. Increase specific Tier 2 supports.</p> <p>Need or Gap: Tier 2 supports – CCE staff. Training for staff.</p> <p>Driver: Leadership/Organization</p> <p>Team: Katie McCain, Suz Fix, Admin, & Staff Tier 1 Team</p> <p>Note: updated Aug 24; this goal continued each year.</p> | <p>Beliefs and Strategic Directions -Respect, empathy, and collaboration are at the core of the community. -Know our students and meet their social, emotional, and academic needs.</p> <p>Theory of Action</p> <ul style="list-style-type: none"> Positive behavior systems support student learning and growth. If we are consistent in teaching common social/emotional skills and use common language, then students will learn to manage themselves, develop meaningful relationships, create sense of belonging, and engaged in learning. | <p>Tier 1:</p> <ol style="list-style-type: none"> Continue Tier 1 interventions and supports that are working well Enhance Tier 1 interventions based on 17-18 student/staff feedback <ol style="list-style-type: none"> VIC lunch Cheetah Cheers Cheetah Paw use Self-manager badge systems Community/classroom meetings Enhance classroom meeting use <ol style="list-style-type: none"> Possible staff modeling, and staff meeting modeling Trainings/PD: Restorative Justice, ACES, Toolbox, and Zones of Regulation & Reset Stations/self-regulation system <p>Tier 2:</p> <ol style="list-style-type: none"> Continue: <ol style="list-style-type: none"> PBIS screener: identification of Tier 2 behaviors/students Student needs assess gr 4-5-6 Data entry & use/follow up | <p>2. Enhance:</p> <ol style="list-style-type: none"> Check, Connect, Expect Targeted counseling groups/ supports <p>Targeted Restorative Justice for debriefing and problem solving.</p> <p>-----</p> <p>Measurement:</p> <ul style="list-style-type: none"> SWIS data PBIS Screener Student Needs Assessment Survey (4-6) Number of staff that attend PD/training(s) <p>Growth/Progress:</p> <ul style="list-style-type: none"> Increase of common language and consistent behavior reporting throughout all grade levels Increase consistency of behavior data (measured by SWIS) Reduced number of behavior problems Compare 2016 - 2018 screeners with the goal of increased percentage of students in Tier 1 |

**Section 5: Title School Information
MP Title Plan Attached**

Mission

See Section 1 of this School Improvement Plan document

Vision

See Section 1 of this School Improvement Plan document

Plan Component #1: Needs Assessment

Meridian Park Elementary is a large comprehensive elementary school in Shoreline with an overall free/reduced lunch rate of 30%. Our enrollment is 770 students for 2018-19. It's important to note that our free/reduced lunch rate for the general education population is approximately 40%. Please see demographic and state assessment data summaries provided.

Our strengths include but are not limited to:

- Positive school culture and climate
- Hard working and caring staff
- PBIS
- Comprehensive Safety Plan
- Coordination of multiple programs including general education, highly capable, kindergarten, and early learning
- PLC systems and structures for collaboration on student learning

Our needs or challenges that help us identify school goals include but are not limited to:

- **Academics:** meeting the needs of students who are below grade level, limited English, high achieving, and kindergarten
- **Fitness/Wellness:** engaging students in 60 minutes of movement or daily physical activity needed to learn and be healthy
- **Equity:** Culturally Responsive Practice
- **PBIS:** need for increased Tier 2 supports in our positive behavior systems and structures

Plan Component #2: Schoolwide Reform Strategies

Literacy - Reading Fluency and Comprehension

- Balanced Literacy Blocks: All staff utilize daily balanced literacy blocks to provide standards based core instruction
- Collaborative Co-Teaching: the title staff and classroom teachers will team teach in the classroom using instructional teaming models that ensure students will receive core instruction with their peers
- Inclusive Content Based Instruction that limits skills based pull-out; title staff will team with classroom teachers to provide students with skills/concept interventions within the student's classroom
- High leverage and best practice strategies: staff teams will learn and utilize high leverage content based strategies that are known to yield the highest results (example: comprehension toolkit)
- Learning Teams (PLC) will regularly use data to identify students who need intervention
- Data collection will include: formative classroom assessment data, summative classroom assessment data, state assessment data, district assessment data; and other sources of useful data

Writing

- Writing in literacy and integrated content based writing in science and social studies will be also be an instructional and intervention focus
- Classroom teachers and title staff will team to make writing process strategies a regular part of core instruction in reading, math, science, and social studies
 - Inclusive Content Based Instruction for informational writing in the content areas
 - Students will have regular practice with high leverage and best practice strategies; example: sentence frames
 - Learning Teams (PLC) will regularly use data to identify students who need intervention

Math

- Math will be our secondary focus area for our school wide Title I model
- Balanced Math Blocks: All staff utilize daily balanced math blocks to provide standards based core instruction
 - Collaborative Co-Teaching: the title staff and classroom teachers will team teach in the classroom using instructional teaming models that ensure students will receive core instruction with their peers
 - Inclusive Content Based Instruction that limits skills based pull-out; title staff will team with classroom teachers to provide students with skills/concept interventions within the student's classroom
 - High leverage and best practice strategies: staff teams will learn and utilize high leverage content based strategies that are known to yield the highest results (example: number talks)
 - Learning Teams (PLC) will regularly use data to identify students who need intervention
 - Data collection will include: formative classroom assessment data, summative classroom assessment data, state assessment data, district assessment data; and other sources of useful data

Academic Language

- Vocabulary and content specific vocabulary will be a school wide Title I focus in literacy, math, social studies, and science.
- All staff intentional about regular teaching of vocabulary and academic terminology
- Classroom teachers and title staff will team to make vocabulary and academic terms a regular part of core instruction and intervention
- Staff will utilize high leverage and best practice instructional strategies for teaching and assessing understanding of vocabulary and academic terminology

Plan Component #3: Activities to Ensure Mastery

Literacy

- Classroom based small group and individual re-teaching and intervention provided by the classroom teacher and supported by the title teacher
- Consistent classroom-based progress monitoring provided by the classroom teacher
- Use of appropriate and engaging intervention or re-teaching materials and tools
- For non-academic supports, utilize all social, emotional, and behavior systems available (example: PBIS, Wrap-Around, etc.)
- Before and after school Intervention opportunities, such as homework club
- Family engagement activities to provide resources and practice or intervention activities that families can do at home
- Limited English students will receive additional targeted intervention support through both Title and ELL staff

Writing

- Classroom based formative assessment will identify students who need re-teaching and additional practice for coherent writing
- Staff will team to provide individual and small group intervention for student writing (coaching and feedback)
- Use of appropriate and engaging intervention or re-teaching materials and tools

Math

- Classroom based small group and individual re-teaching and intervention provided by the classroom teacher and supported by the title teacher
- Consistent classroom-based progress monitoring provided by the classroom teacher
- Use of appropriate and engaging intervention or re-teaching materials and tools
- For non-academic supports, utilize all social, emotional, and behavior systems available (example: PBIS, Wrap-Around, etc.)
- Before and after school Intervention Services
- Family engagement activities to provide resources and practice or intervention activities that families can do at home
- Limited English students will receive additional targeted intervention support through both Title and ELL staff

Academic Language

- Classroom based small group and individual re-teaching and intervention provided by the classroom teacher and supported by the title teacher
- Use of appropriate and engaging intervention or re-teaching materials and tools
- Before and after school Intervention support will be focused not just on completion of work but also on key terms
- Limited English students will receive additional targeted intervention support through both Title and ELL staff



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Plan Component #4: Coordination and Integration

Meridian Park combines Title I with basic education and federal special education to provide supports for students. We also receive LAP and TBIP (ELL) funding, neither of which are included in the school-wide. When budgets are updated, we will include our funding matrix.