

MAYWOOD HILLS ELEMENTARY



NOVEMBER 19, 2019

AGENDA

- 9:45 – 10:00 Meet and Greet
- 10:00 – 10:35 Principal Presentation
- 10:45 – 11:25 Classroom Visits
- 11:35 – 12:00 Visit Reflections,
Questions, Closure



OUTCOMES FOR TODAY

- Who are our students at Maywood Hills and what do we believe about them?
- How do we align our beliefs with our practice?
- How will we address the challenges we face and what are our next steps in overcoming them?



MAYWOOD OPENED ITS DOORS IN 1961



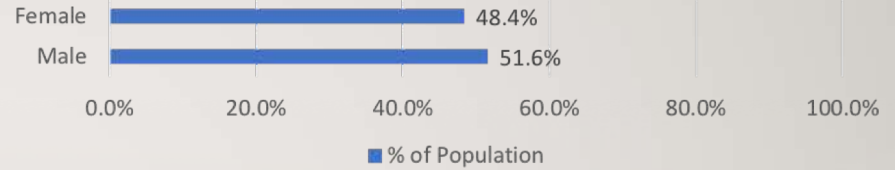
* This picture is the first group of students who attended Maywood Hills

STUDENT DEMOGRAPHICS

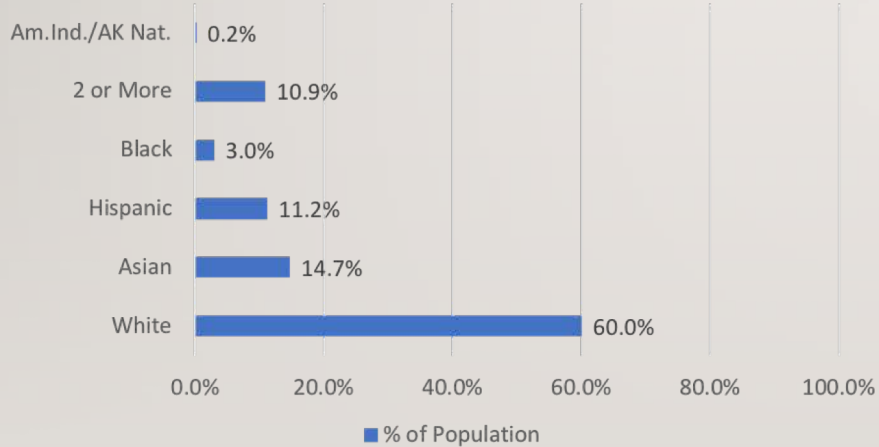
Enrollment

632 (2018-19 School Year)

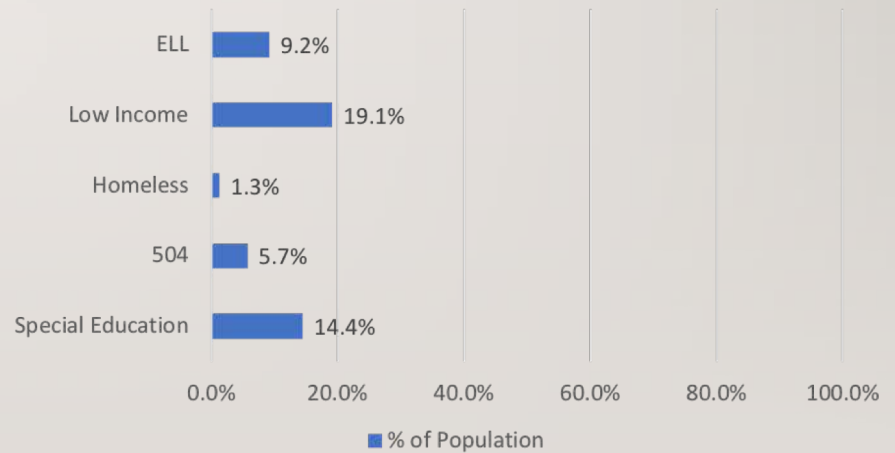
Gender



Race/Ethnicity



Special Populations



PROGRAMS AT MAYWOOD HILLS

- Learning Center
- Primary and Intermediate Blended Mid Level
- ELL
- LAP



MAYWOOD ENRICHMENT OPPORTUNITIES



- Girls on the Run
- Math Olympiad
- Chess Club
- Garden Club
- Tiger Tales
- Track
- Coding Classes
- Orchestra

- Math Club
- Spanish Club
- Spanish Dance Club
- Cross Country
- Boeing STEM
- MakerSpace
Workshops
- Choir
- Yoga Club

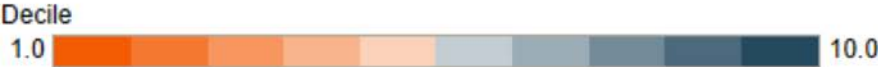
PARTNERSHIPS



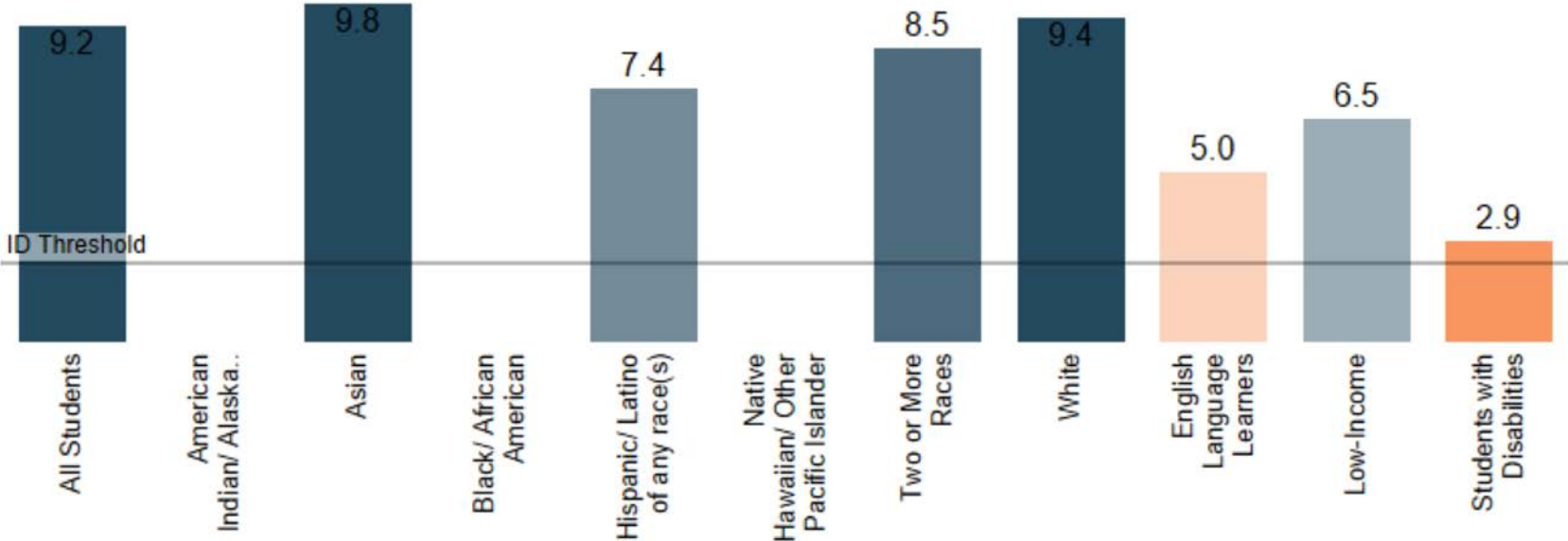
STATE ASSESSMENT DATA

Washington School Improvement Framework

Organization Name
Northshore School District, Maywood Hills Elementary



Overall Framework Score by Student Group



Washington School Improvement Framework

Organization Name
Northshore School District, Maywood Hills Elementary



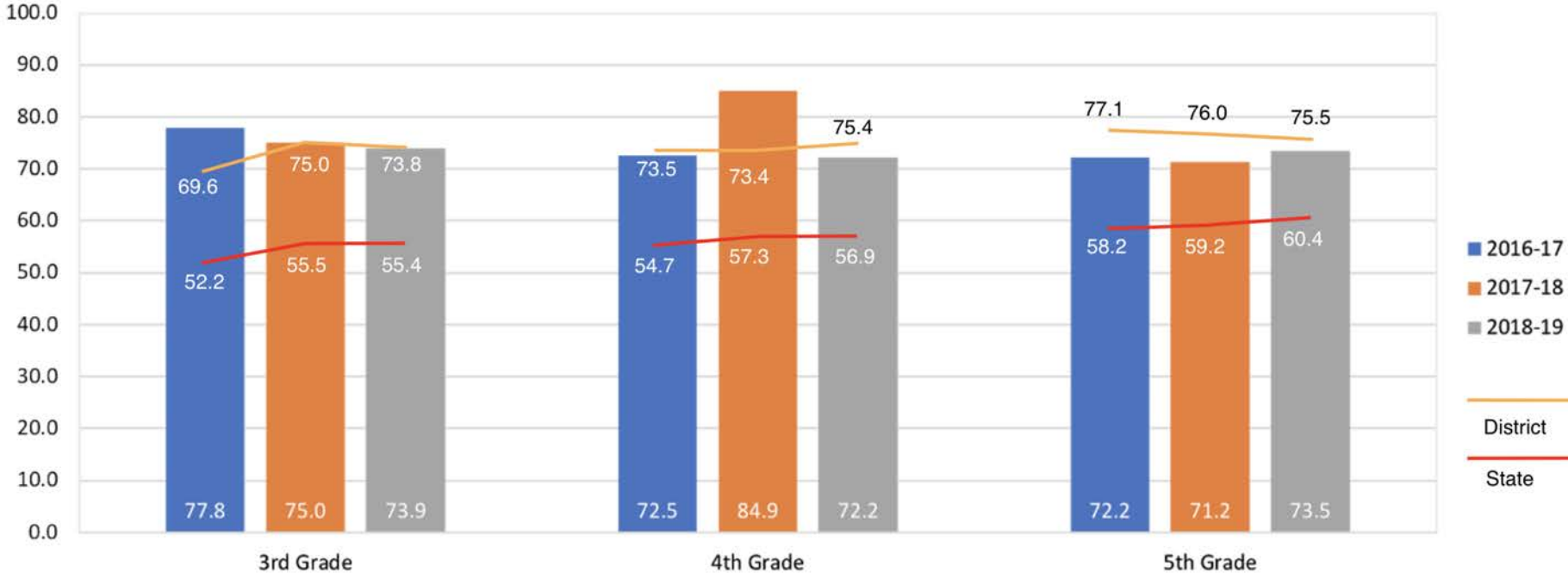
Measures by Student Group

	All Students	American Indian/ Alaskan Native	Asian	Black/ African American	Hispanic/ Latino of any race(s)	Native Hawaiian/ Other Pacific Islander	Two or More Races	White	English Language Learners	Low-Income	Students with Disabilities
ELA Proficiency Rate	77.8%		95.7%		59.7%		79.1%	80.6%	31.6%	55.9%	34.6%
Math Proficiency Rate	74.5%		95.7%		55.2%		74.3%	76.9%	32.2%	52.4%	37.6%
ELA Median SGP	58.5		62.5		55		59	58	46.5	52.5	44
Math Median SGP	59		71.5		57		51	60	66	56	41
Graduation Rate											
EL Progress Rate*	68.8%										
Regular Attendance Rate	93.2%		89.5%	85.1%	91.6%		92.1%	95.0%	89.6%	85.3%	91.3%
Ninth Grade On Track Rate											
Dual Credit Rate											

*The EL Progress measure only applies to students who are English Learners

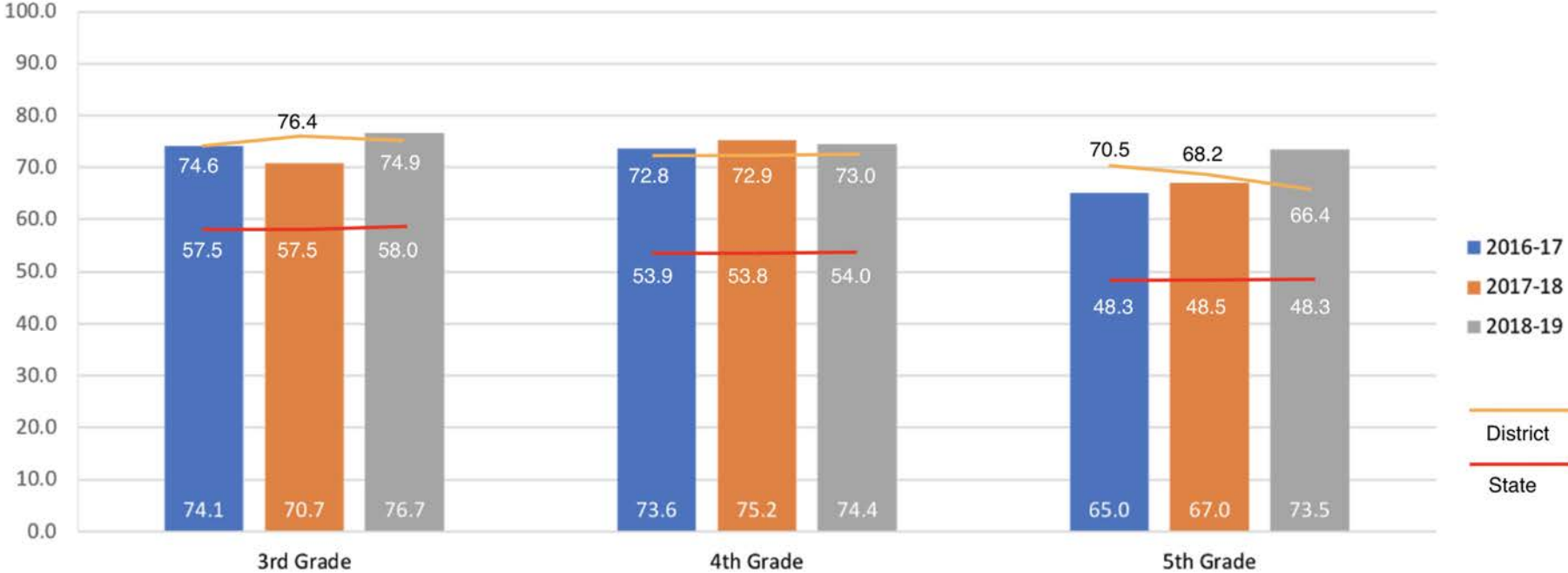
Smarter Balanced Results - ELA

Percent Proficient - ELA



Smarter Balanced Results - Math

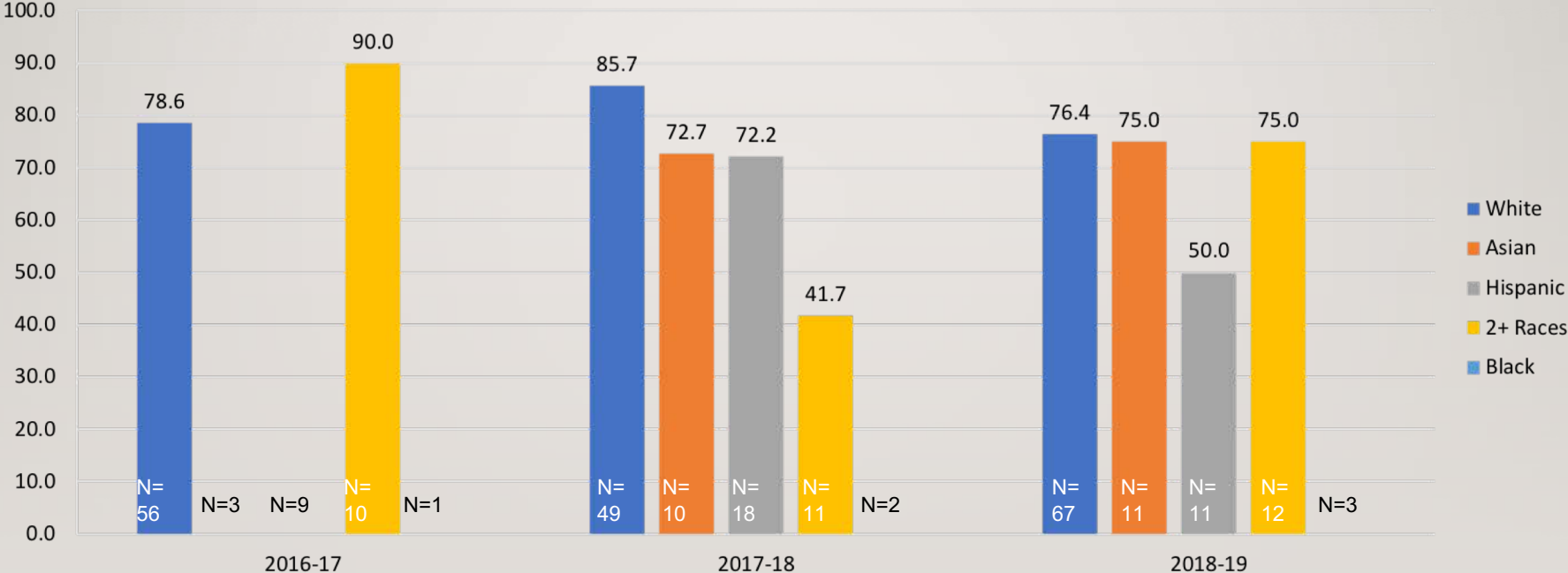
Percent Proficient - Math



Smarter Balanced Results - ELA

3rd Grade by Race/Ethnicity

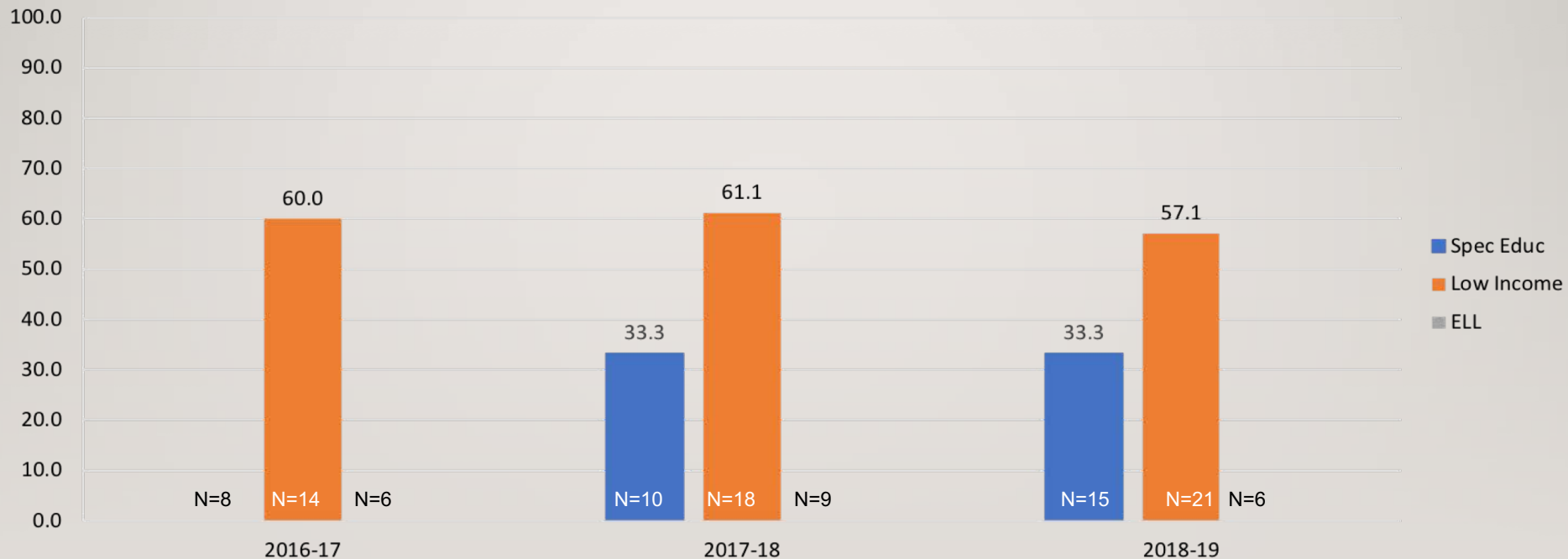
Percent Proficient – ELA



Smarter Balanced Results - ELA

3rd Grade by Multiple Demographic Data

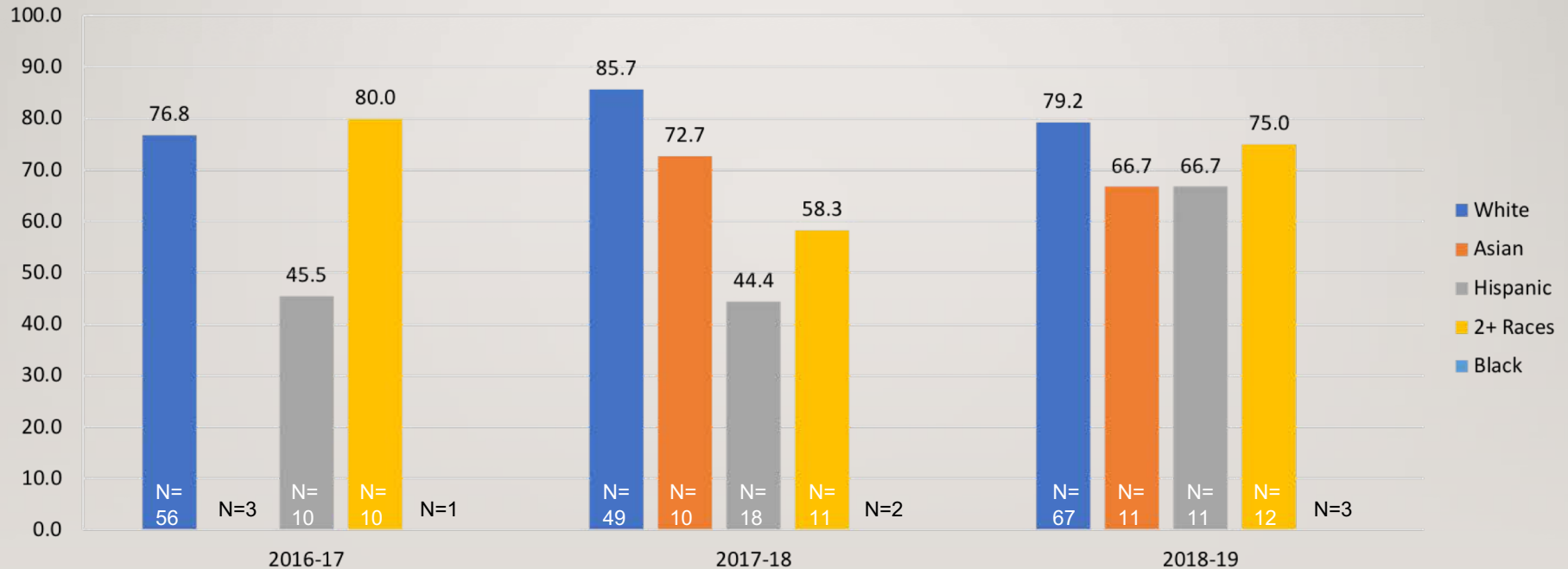
Percent Proficient – ELA



Smarter Balanced Results - Math

3rd Grade by Race/Ethnicity

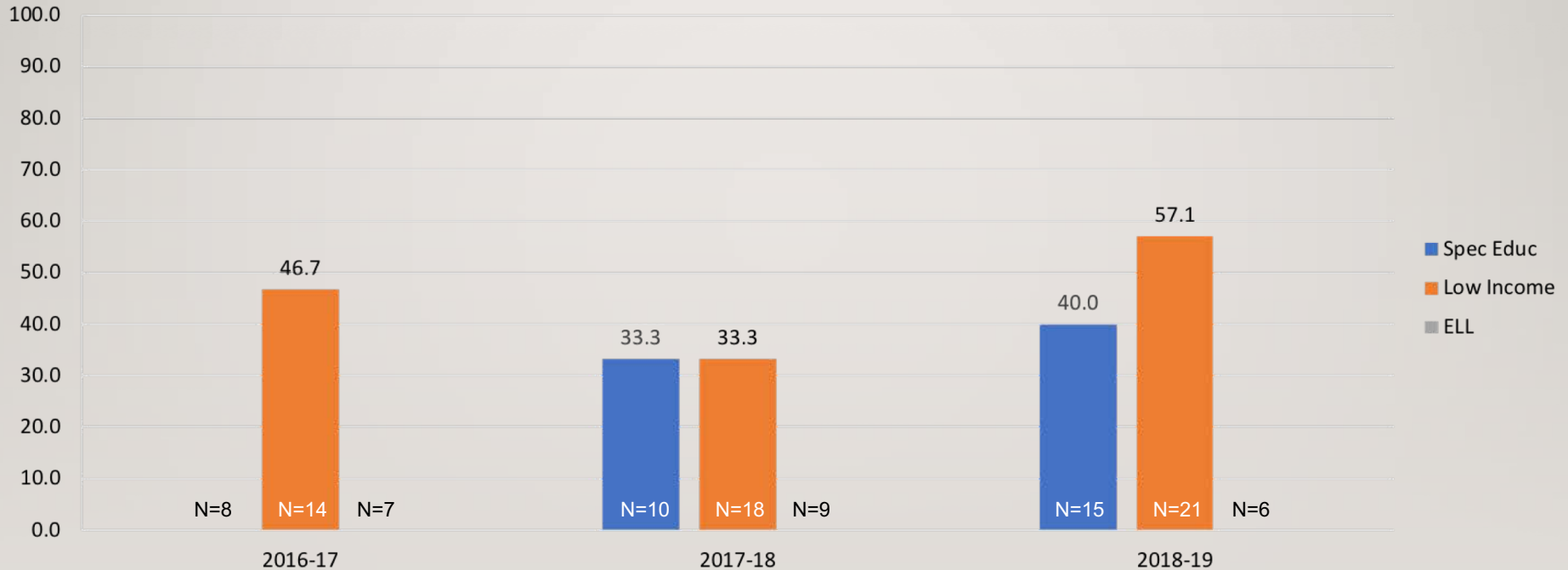
Percent Proficient – Math



Smarter Balanced Results - Math

3rd Grade by Multiple Demographic Data

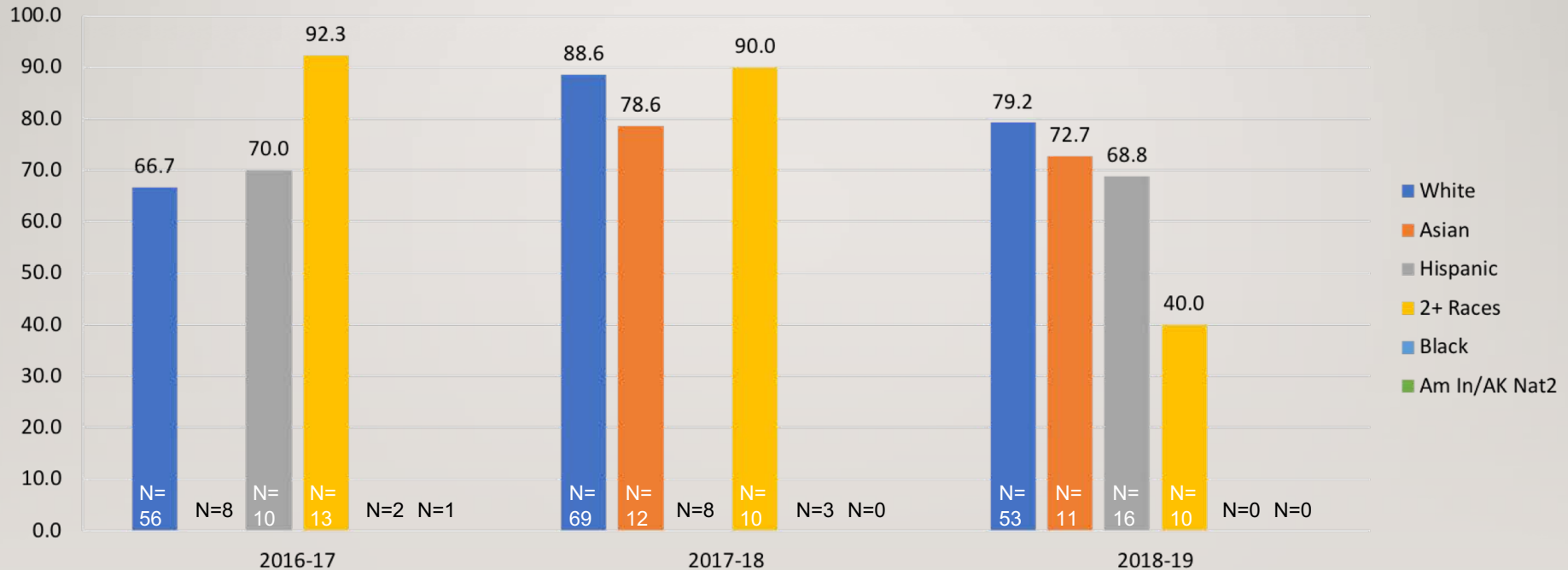
Percent Proficient – Math



Smarter Balanced Results - ELA

4th Grade by Race/Ethnicity

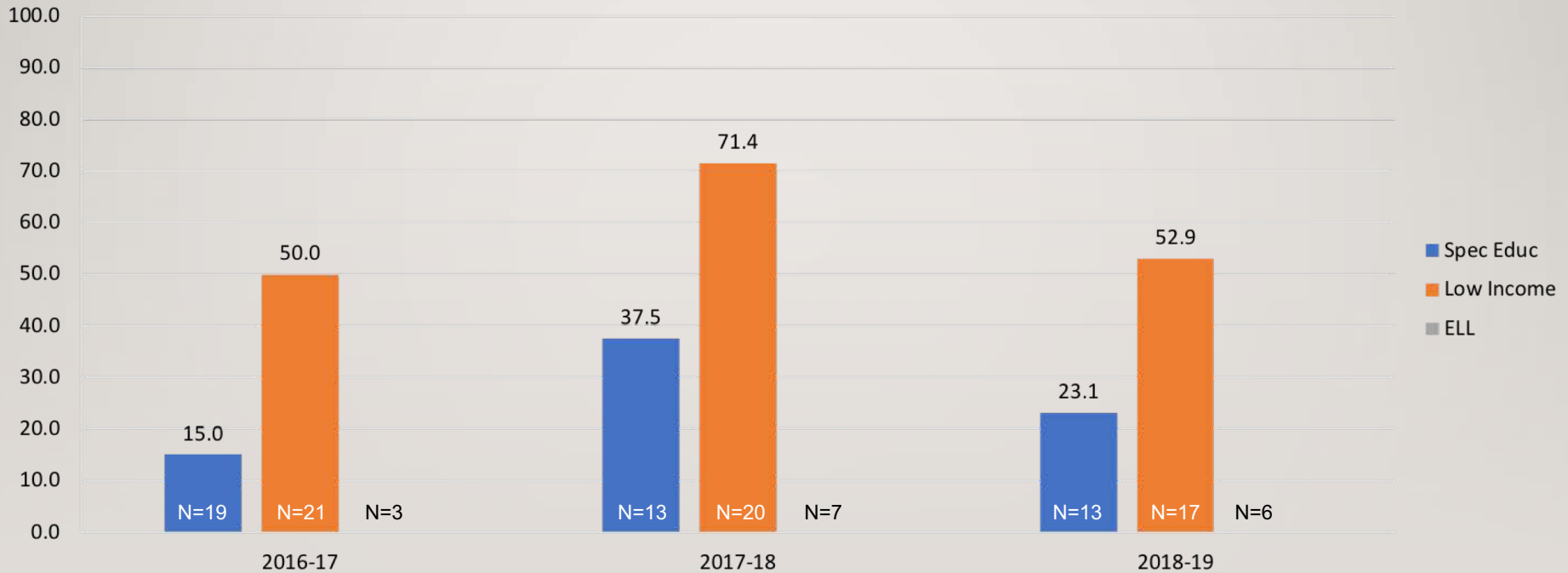
Percent Proficient – ELA



Smarter Balanced Results - ELA

4th Grade by Multiple Demographic Data

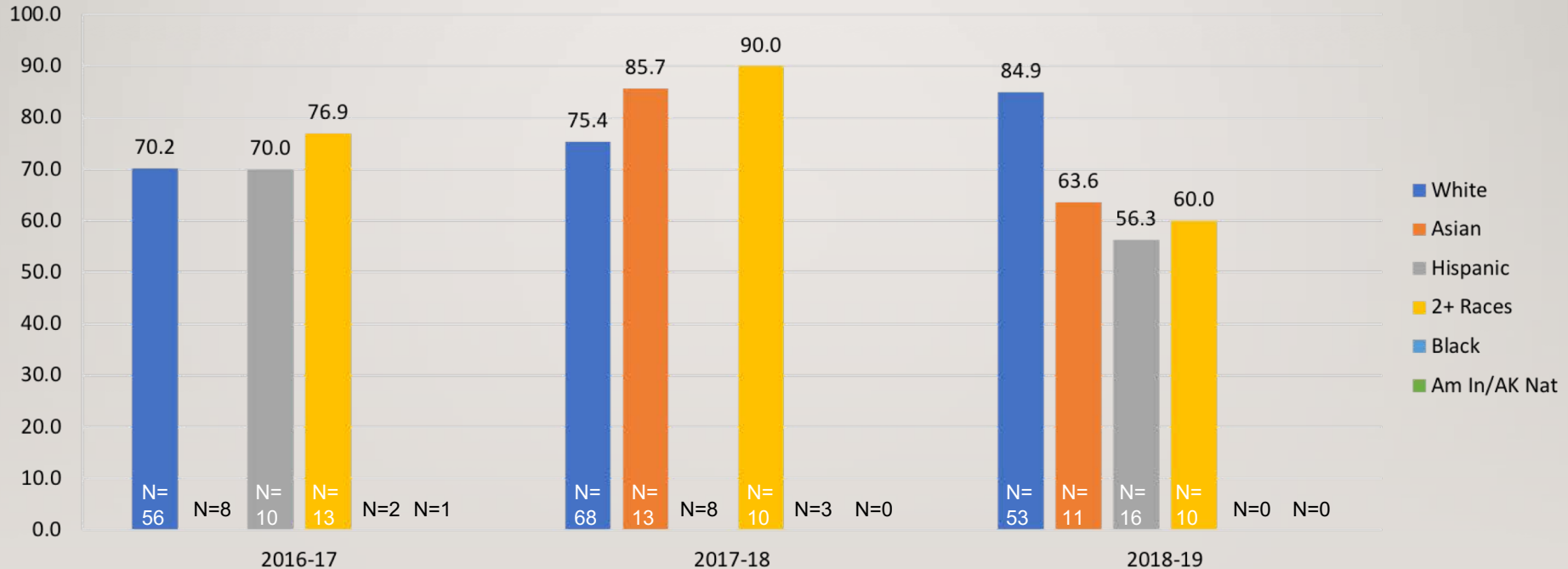
Percent Proficient – ELA



Smarter Balanced Results - Math

4th Grade by Race/Ethnicity

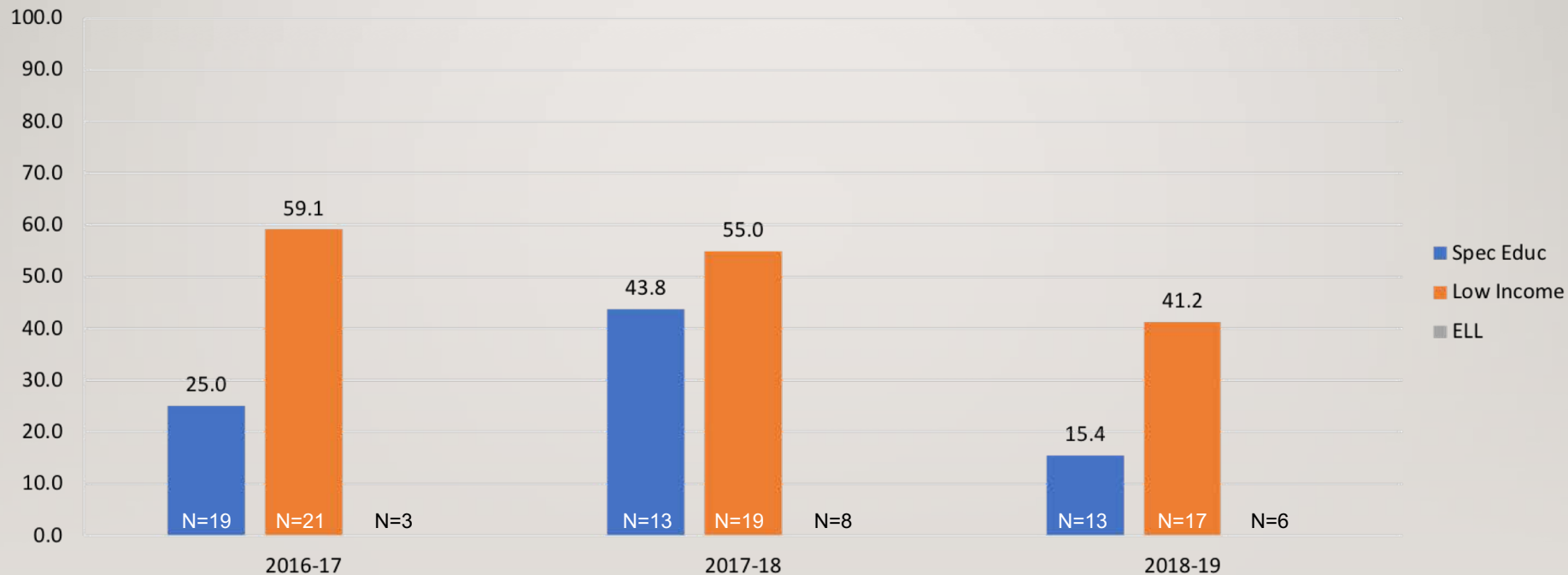
Percent Proficient – Math



Smarter Balanced Results - Math

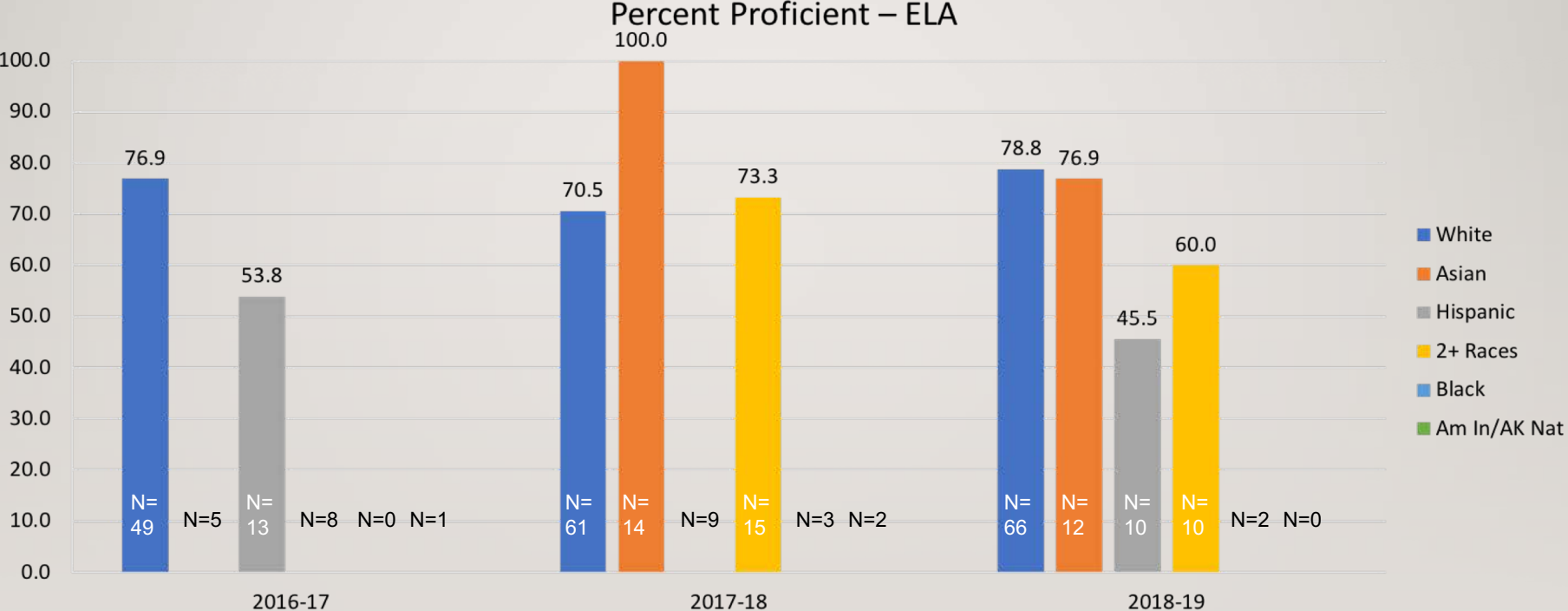
4th Grade by Multiple Demographic Data

Percent Proficient – ELA



Smarter Balanced Results - ELA

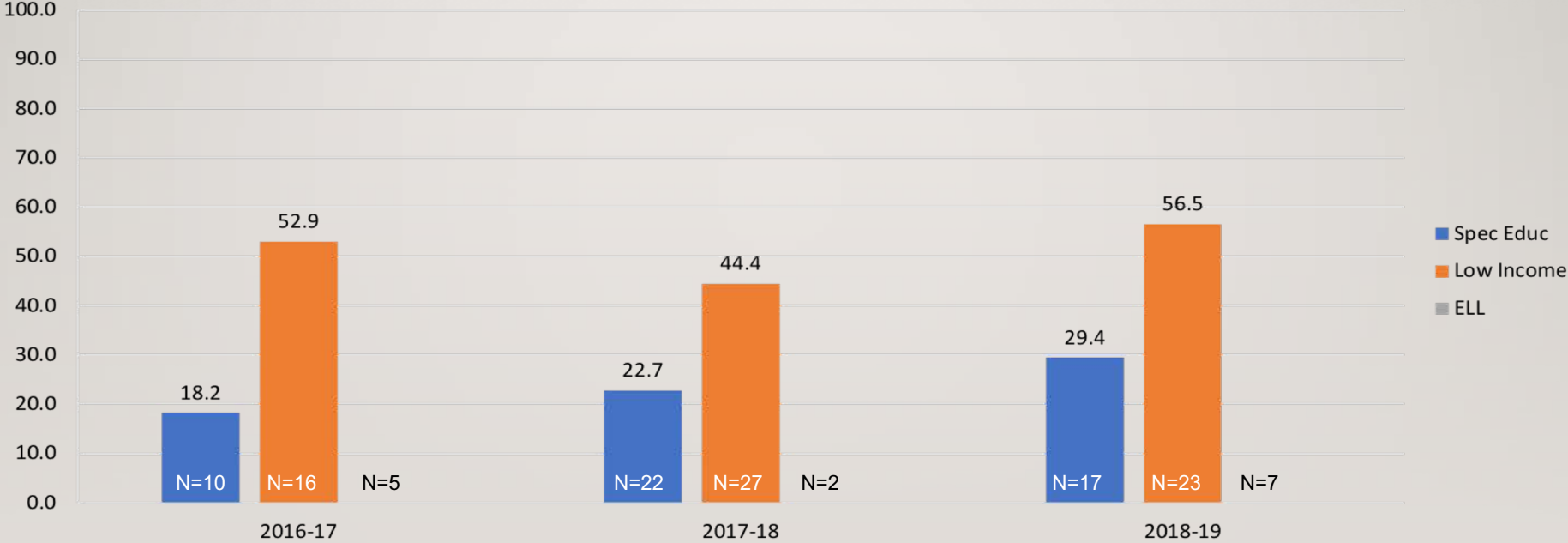
5th Grade by Race/Ethnicity



Smarter Balanced Results - ELA

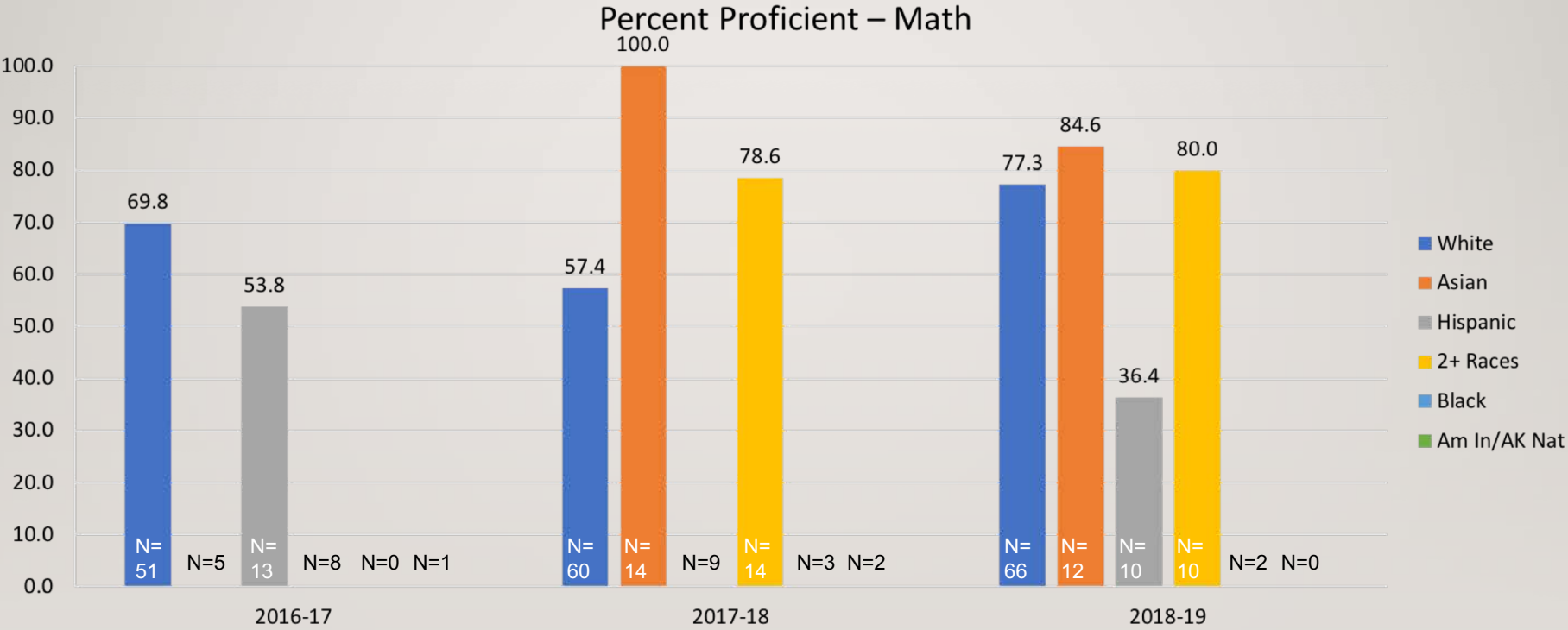
5th Grade by Multiple Demographic Data

Percent Proficient – ELA



Smarter Balanced Results - Math

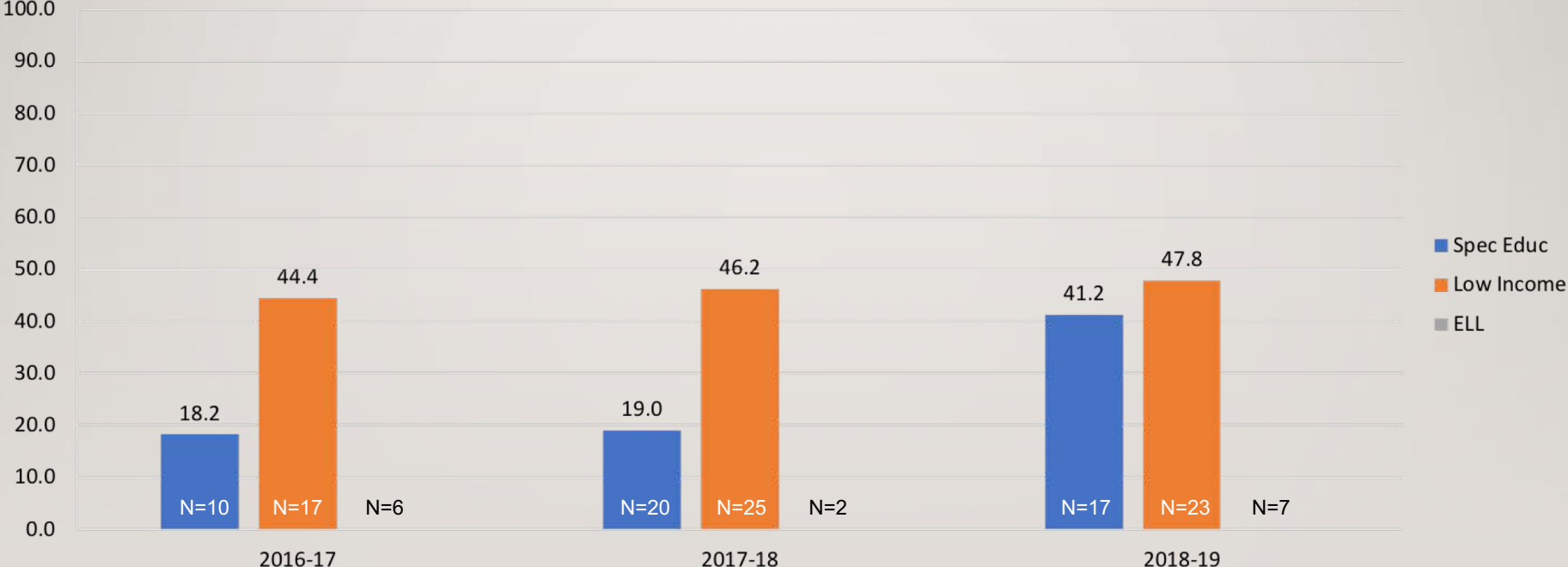
5th Grade by Race/Ethnicity



Smarter Balanced Results - Math

5th Grade by Multiple Demographic Data

Percent Proficient – Math



SAP PLAN

- Goal 2: Increase our percentage of students who feel safe, have a sense of belonging, personally meaningful friendships, and believe that their school is vibrant and inclusive, with rules that are fair and equitable.



Theory Of Action: We believe that if we **implement** SEL curriculum/strategies, provide opportunities to **engage, practice, and apply**, then students will be able to **self regulate** and engage throughout the day, increasing their ability to **succeed academically**.

- Modeling, teaching and reinforcing school-wide expectations
- Utilize a reset area in each classroom and access buddy rooms
- Weekly reinforcement of school rules through Tiger Ticket Drawings
- Common professional development opportunities for staff on Wednesday afternoons and tucked into other meetings
- Mentoring, coaching, or additional professional development for individuals as needed through Guidance Team
- Counselor groupings based on info from BEISY, Teacher referral, and Guidance Team
- Spotlight time on students during meetings to highlight strategies that work with them and to learn more about individual students
- Implementation of a “Families” program” to kick off in January 2020

SAP Plan

Goal 3: Maywood mathematicians will show a minimum annual academic growth rate of one year for students at/above grade level, and more than one year for students below grade level in the area of math.

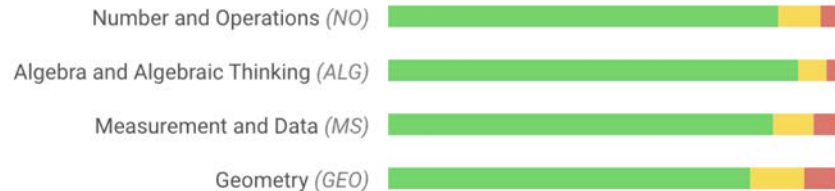


Overall Placement



- **At Risk for Tier 3**
5%
- **Tier 2**
7%
- **Tier 1**
88%

I READY DATA-Beginning of the Year Assessment



Grade 1		114/115
Grade 2		103/103
Grade 3		101/101
Grade 4		116/116
Grade 5		90/92

I READY DATA-Mid year target

Students Assessed/Total: 522/620

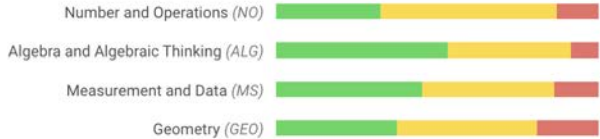
Overall Placement

63 Students



- At Risk for Tier 3
12%
- Tier 2
55%
- Tier 1
33%

Placement By Domain



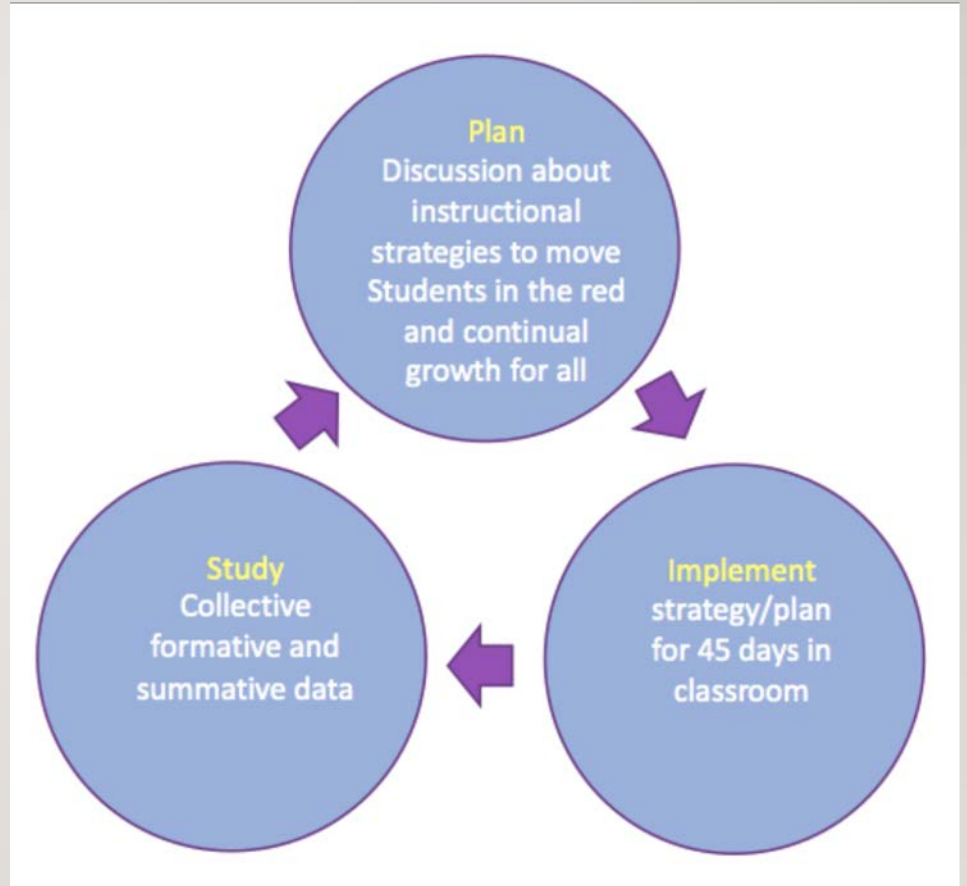
Grade 1	19%	73%	8%	113/114
Grade 2	30%	59%	11%	102/103
Grade 3	26%	56%	18%	100/100
Grade 4	40%	47%	13%	116/116
Grade 5	52%	37%	11%	90/92

***Theory of Action:** If through quality data we **identify students** that are struggling and **differentiate** supports, and through **small group instruction**, **regroup students frequently**, then we will have greater academic outcomes and growth in the area of math.*

- Intervention/enrichment groupings to reteach and extend math concepts
- Data sheets to track and monitor student progress by grade level
- Continuous cycles of data analysis as a PLC with time spent on next instructional moves
- Continue our work on higher order questioning
- Dig into formative and summative assessments applying the learning to our classrooms

Our Plan

- Using this cycle in each PLC will ground our work in the practice of continuous refinement.
- This practice will be used for classroom and Tiger Time decision making





MAYWOOD HILLS CLASSROOM VISITS-NOVEMBER 19, 2019



TIME	GROUP 1	GROUP 2	GROUP 3	GROUP 4
	Dr. Michelle Reid David Cogan Davina Duerr Sonja Hoeft	Sandy Hayes Bob Swain David Wellington Lisa Youngblood-Hall	Amy Cast Julie Trembath-Neuberger Chris Bigelow or Ayva Thomas	Jacqueline McGourty Tracy Meloy Carmin Dalziel
10:45-10:55	<i>Fifth Grade</i> Mr. Herman Science Portable #49	<i>Third Grade</i> Ms. Rice Science Rm 13	<i>Fifth Grade</i> Ms. LaChapelle Literacy-Book Club Portable #51	<i>Fifth Grade</i> Mrs. Monks Math-Exit Slip Portable #50
11:00-11:10	<i>Kindergarten</i> Mrs. Coombs Art Ed Project Rm 31	<i>Fifth Grade</i> Mrs. Sires Writing -Shared Portable #48	<i>Third Grade</i> Mrs. Navalinski Math-Story Problems Rm 12	<i>Kindergarten</i> Mrs. Nelson Literacy-Ind/Partner Read Rm 32
11:15-11:25	<i>First Grade</i> Mrs. Hudson Writing Mini Lesson Rm 27	<i>First Grade</i> Mrs. Pilgrim Writing Mini Lesson Rm 26	<i>First Grade</i> Mrs. Andrews Writing Mini Lesson Rm 25	<i>First Grade</i> Ms. Gnoinsky Writing Mini Lesson Rm 22
11:35	BACK IN LIBRARY			

Maywood Hills Elementary
Home of the Tigers

NOTICINGS & WONDERINGS-SCHOOL FEEDBACK

- Please write down on Yellow post-its 2 “Noticings” you observed on your visit
- Please write down on Blue post-its 1 “Wondering” you observed on your visit
- Please write down on Purple post-its 1 “Amazing” thing you will leave with.