

Vision:

Every Student Thrives

**Mission:**

To Create an educational community that ignites a passion for learning where every student is known and empowered

Core Values:

- Student Focused
 - Culture of Belonging
 - Equity
 - Accountability
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Seattle Hill Elementary

25-26 School Improvement Plan

Seattle Hill Elementary

2024-25

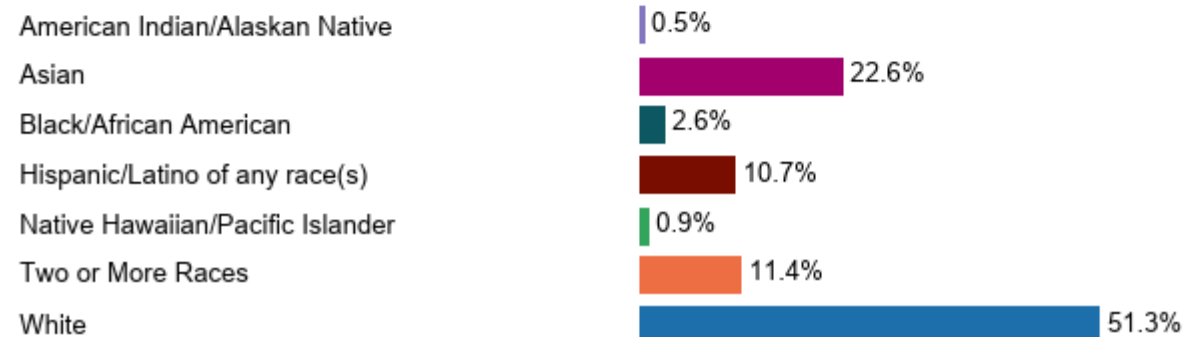
Total Student Enrollment

571

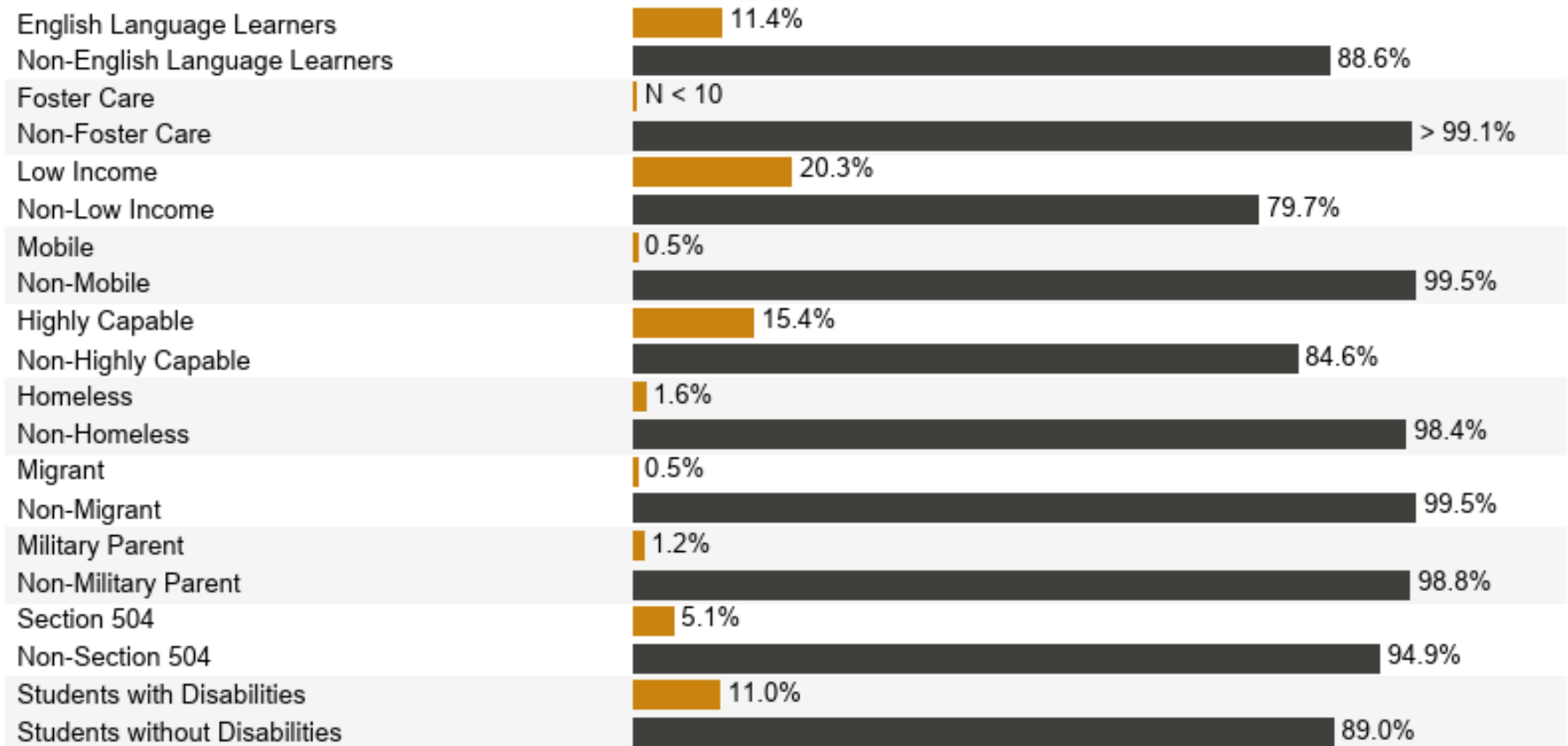
Gender



Race/Ethnicity



Program and Characteristic



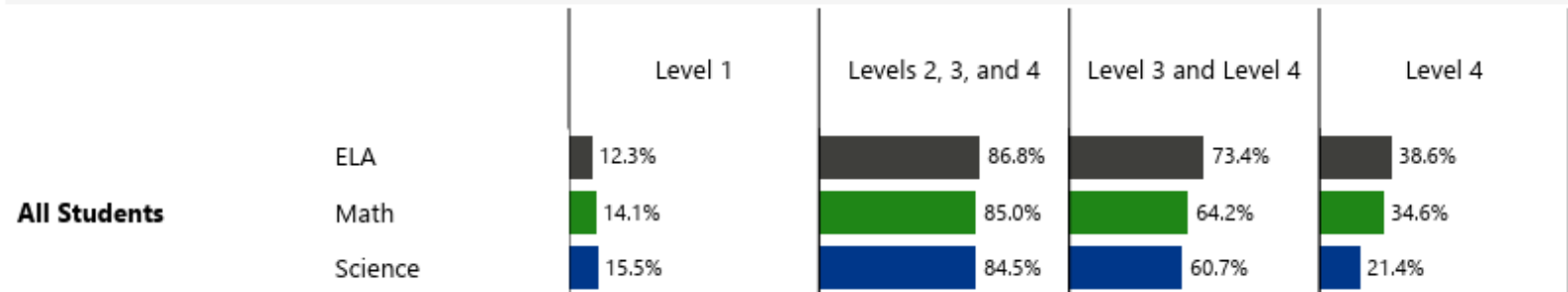
Seattle Hill Elementary

2024-25

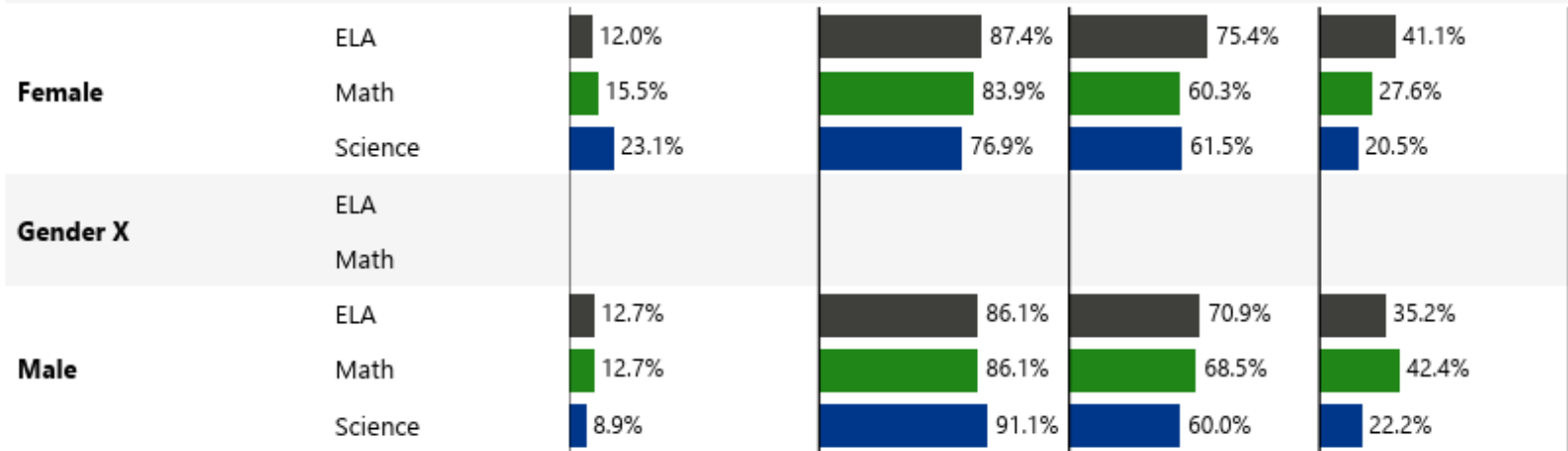
Smarter Balanced Assessments (**SBA**): English Language Arts (ELA) and Math state assessment for grades 3–8 and 10.

Washington Comprehensive Assessment of Science (**WCAS**): Science state assessment for grades 5, 8, and 11.

Achievement Levels



Gender



What is our building vision and mission statement?

Mission:

In our commitment to excellence in education, the parents and staff at Seattle Hill Elementary are partners in placing the success of students at the center of all decisions and actions.

Vision:

Best school in the universe.

A place where...

Staff can't wait to arrive each day and make a difference.

Students can't wait to come each day and engage in learning.

Parents are comfortable sharing their children with us and partnering with us.

In the community our reputation speaks for itself.

Review the questions below to outline the evidence-based practices/interventions, data measures, timeframe, lead, and resources to achieve each SMARTIE Goal aligned to your data-informed priorities, vision, and mission. SMARTIE Goals are specific, measurable, attainable, realistic, time-bound, inclusive, and equitable.

<u>Evidence-based practice</u> (intervention, activity, or strategy) to support SMARTIE Goal	Implementation and Impact Data	Timeframe	Lead	Resources
What evidence-based practice (intervention, activity, or strategy) will you implement to support achieving this overarching improvement goal? What student groups will benefit and why?	<i>What short-and long-term data will be collected to measure the extent to which this evidence-based practice (intervention, activity, or strategy) was implemented as intended?</i> <i>What short-and long-term data will be collected to measure the impact of this evidence-based practice (intervention, activity, or strategy)?</i>	When will this <i>evidence-based practice (intervention, activity, or strategy)</i> occur? What was/is the projected length of time? When or how often (please be as specific as possible) will progress be monitored or data reviewed?	<i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the evidence-based practice (intervention, activity, or strategy)?</i> <i>Who else will be involved?</i>	<i>What resources will be used to implement this evidence-based practice (intervention, activity, or strategy) (for example, professional development, extended time, curriculum, materials, etc.)?</i>

Goal #1 - Literacy

By the end of the 2025-2026 school year, 80% of students in grades K-6 will demonstrate growth in general academic vocabulary (Tier 2) and domain specific words (Tier 3) acquisition and usage, as measured by common grade-level assessment and/ or writing assessments three times a year.

<u>Evidence-based practice</u> (intervention, activity, or strategy) to support SMARTIE Goal	Implementation and Impact Data	Timeframe	Lead	Resources

Explicitly teach vocabulary words that align with the learning target and success criteria.	PLC notes, anchor charts, anecdotal notes, lesson notes/plans, student work	October 2025 – May 2026 By unit	Teachers	Snohomish School District ELA Curriculum and ELA Curriculum Maps CCSS based materials
Integrate vocabulary instruction across listening, speaking, reading, writing; as well as across programs (LAP, ML, Resource Room).	PLC notes, anchor charts, anecdotal notes, lesson notes/plans, student work	October 2025 – May 2026 Weekly	Teachers	Snohomish School District ELA Curriculum and ELA Curriculum Maps CCSS based materials GLAD resources/ML Teacher
Staff will engage in collaborative planning, vertical alignment, and professional development around vocabulary acquisition—vocabulary strategies and routines.	Seattle Hill Professional Development Calendar, PD materials and/or PowerPoints	October 2025 – May 2026 Minimum 3 times during the school year	Administration & ML Teacher	Snohomish School District ELA Curriculum and ELA Curriculum Maps CCSS based materials GLAD resources/ML Teacher
Provide students with multiple and meaningful exposures to each target word.	PLC notes, anchor charts, anecdotal notes, lesson notes/plans, student work	October 2025 – May 2026 Weekly	Teachers	Snohomish School District ELA Curriculum and ELA Curriculum Maps CCSS based materials GLAD resources
Monitor vocabulary growth using common formative assessments and classroom-based checks; as well as STAR State Standards Mastery Report for RI.X.4 three times a year, and Target 3 on the SBA, Target 3, for grades 3-6.	Formative assessment Grade Level Common based Assessment STAR SBA-Target 3	October 2025 through May 2026 - Weekly October 2025 through May 2026 – By unit October, January, May May 2026	Classroom Teachers & Administration	Snohomish School District ELA Curriculum and ELA Curriculum Maps CCSS based materials STAR data SBA data

Funding: List and describe funding source(s) associated with the activities described above.

1. Seattle Hill Elementary Building Budget

Goal #2 - Math

By the end of the academic year, 80% of students in grades K-6 will demonstrate proficiency in math facts (addition, subtraction, multiplication, and/or division based on CCSS) as measured by common grade-level curriculum-based measurements. Currently, September/October 2025, 32% of all students are proficient in this area based on common grade-level curriculum-based measurements. This will occur as staff will teach students research-based strategies and give students on-going opportunities for practice.

<u>Evidence-based practice</u> (intervention, activity, or strategy) to support SMARTIE Goal	Implementation and Impact Data	Timeframe	Lead	Resources
Instructional Focus: All teachers will implement research-based math fact strategies aligned with CCSS, which may include visual models, number talks, games, and strategy-based instruction.	Bridges & Big Ideas Grade Level Scope & Sequence	October 2025 to May 2026 Weekly	Classroom Teachers	• Math Fact Lab • CCSS • Bridges & Big Ideas Curriculum • Small intervention groups
Practice & Assessment: Students will receive regular, structured opportunities for targeted practice and timely feedback. Progress will be monitored using formative assessment, and common grade-level assessments at scheduled intervals throughout the year.	ESGI data for kindergarten Common Grade Level Assessment grade 1 Math Fact Lab practice grades	Practice: October 2025 to May 2026 -weekly Monitor: October 2025 to May 2026 -minimum monthly Assessment: Common Grade-Level	Classroom Teachers	• Math Fact Lab as a learning resource and data resource • ESGI as a data resource for kindergarten • Bridges & Big Ideas curriculum/lessons as a learning resource and data resource • Math games as a learning resource

	2-6 Small group instruction	Assessment three times a year- - October 2025 - January/February 2026 - May 2026		
Professional Development: Staff will engage in collaborative planning, vertical alignment, and professional development around fluency-building strategies, and data analysis within Math Fact Lab.	Seattle Hill Professional Development Calendar, PD materials and/or PowerPoints	September 2025 PGF: Vertical Alignment and Math Fact Lab October 2025 to May 2026: Fluency Building Instructional Strategies	Administration & Leadership Team	- Math Fact Lab - CCSS - Bridges & Big Ideas Curriculum
Equity & Inclusion: Instruction will be differentiated and scaffolded to ensure access for all learners, including multilingual students, students receiving special education services, and those furthest from educational justice.		October 2025 to May 2026 Weekly	Administration, Resource Room Teachers, MLL Teacher, Classroom Teachers	Small intervention groups
Family Engagement: Families will be provided with tools and strategies to support math fact fluency at home through newsletters and take-home activities.	Classroom newsletters and/or Parent Square messages	October 2025 to May 2026 As needed	Administration and Classroom Teachers	- Math Fact Family Letters - Parent Square
Data will be reviewed during collaborative team meetings to identify trends, adjust instruction, and provide targeted interventions as needed.	Grade Level PLC Notes Math Fact Lab Reports	Formative data October 2025 to May 2026 -weekly	Administration and Classroom Teachers	- PLC Time - Student Work/Assessments

	ESGI Reports Unit assessment data that correlate to math facts	Unit assessment data October 2025 to May 2026 Common Grade-Level Assessment three times a year- - October 2025 - January/February 2026 - May 2026		
Funding: List and describe funding source(s) associated with the activities described above.				
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Goal #3:

By the end of the 2025-2026 school year, Seattle Hill Elementary will increase its overall student attendance rate from last year's baseline of 87% to 90% for this year. We will also increase the attendance rate for the number of students on our Tier 3 list. These goals will be met through targeted interventions, family engagement, and improved tracking & supports.

<u>Evidence-based practice</u> (intervention, activity, or strategy) to support SMARTIE Goal	Implementation and Impact Data	Timeframe	Lead	Resources
Identify Students at Risk Early Use attendance data bi-monthly to identify and intervene for students who have missed 10% or more days out of the current number of days in the school year.	Attendance data for Tier 2 and tier 3 students from Homeroom reports, attendance reports for mined	Practice: October 2025 to May 2026 -bi weekly Monitor: October 2025 to May 2026 - minimum twice a	Admin team, counselor, attendance secretary, teachers	Homeroom, Skyward, ParentSquare

Conduct outreach/conferences with families of students flagged in order to identify and remove barriers to attendance.	attendance biweekly by AP and attendance secretary from Skyward Anecdotal data from office secretaries and teachers Emails from parents and teachers Parent square messages	month (every two weeks)		
Family & Community Engagement Provide resources/support for transportation, health, and mental health services as needed.		As needed/or identified need	Admin Team, counselor, attendance secretary	Internet & Counselor
Supportive Interventions Create individual Student Attendance Success Plans for students with repeated absences. Recognize and celebrate growth. Collaborate with counselor, nurse, and para staff (if needed) to address underlying causes (illness, family issues, etc.).	Individualized plans, incentives, check ins.	As needed/or identified need in our bi-monthly meetings	Admin Team, counselor, attendance secretary, teachers	Homeroom, Skyward, ParentSquare

Monitoring Monitor attendance data formally (weekly or biweekly) and report progress to staff, families, and school leadership.		Every two weeks. Ending in May 2026.		
Funding: List and describe funding source(s) associated with the activities described above.				
1. Seattle Hill Elementary Building Budget				