

Beverly Elementary School

Mission Statement of School and District

The Edmonds School District engages students, staff, families, partners and the broader community in the district's Strategic Direction. Together, along with every school, results have been identified that we want for our students. The continual improvement of our schools is essential in providing increased student performance and quality results. Innovative, exemplary, and research-based programs, coupled with professional development, focused and aligned resources, and community participation in decision making and planning are essential elements in improving schools. For more detailed information, please visit our school's improvement plan or give us a call at your convenience.



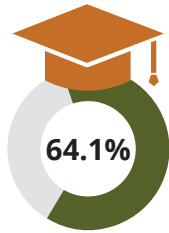
About Us

Beverly Elementary School exists to meet the academic and social-emotional needs of our students and families by continuously improving our instruction, intervention and interactions. When you visit Beverly Elementary School you will find a community where students are safe, have fun, work hard at their own learning, and practice the Beverly Be's: Be Respectful, Be Responsible, Be Safe and Be a Learner.

Principal: Danielle Sanders
Assistant Principal: Holly Zenz
5221 168th St SW Lynnwood, WA 98037
(425) 431-7732/bev.edmonds.wednet.edu

Beverly Elementary School

**Our
39
teachers
at a glance:**



**of teachers
have at least
a Master's
Degree**

**15.1
average
years of
teacher
experience**

Academic Accomplishments and Goals Strategic Direction Focus Areas

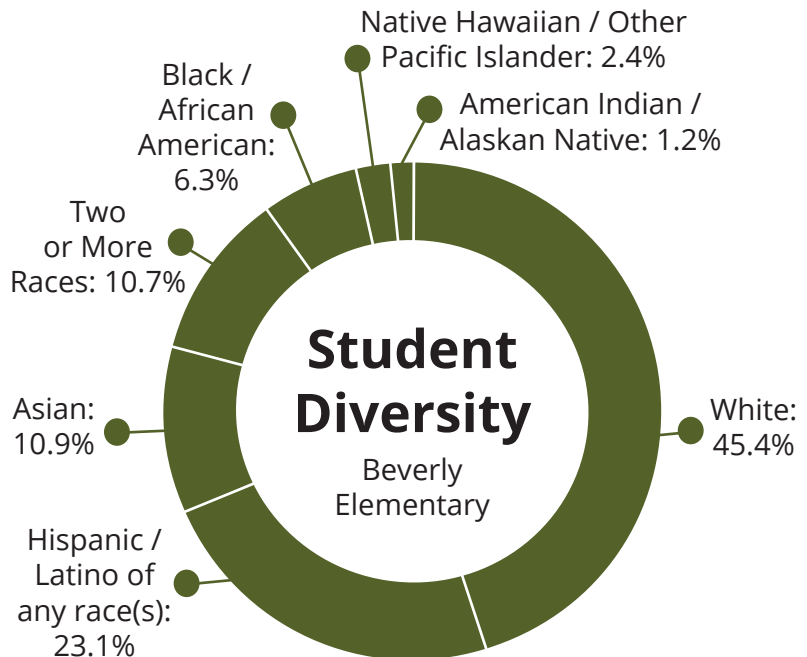
At Beverly Elementary our staff will strive to deepen our understanding of what student engagement looks like by:

Deepening our understanding of the Common Core math standards and math practices.

Collaborating with grade level teams to develop assessments that are aligned with standards and use them to guide instruction.

Intentionally engaging our students by providing rigorous tasks that require them to communi-

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cate their thinking to make sense of problems.

For more detailed information, please visit our school's improvement plan or give us a call at your convenience.

How You Can Help

We welcome you to become involved in our school by becoming a volunteer. We have individual students who would benefit from one-on-one tutoring in basic skills, as well a wide variety of other ways you can assist us and our students. Please contact the school office if you are interested!

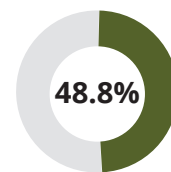
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Our 584 students at a glance:

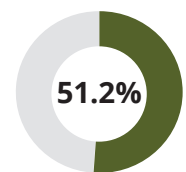


State Assessments

Washington students are tested annually by the state to assess their progress as they move through school. In grades 3-8 students take tests in English language arts, math and science. Please visit [our School Report Card](#).



male



female



Beverly Elementary School

Edmonds School District Board of Directors

Carin Chase

Area 1, Legislative
Representative

Ann McMurray

Area 2, Vice President

Gary Noble

Area 3

Susan Phillips

Area 4, President

Diana White

Area 5

Dr. Kristine McDuffy

Superintendent

Our Commitment

- Equity of Opportunity
- Effective Learning for All Students
- PreK-3rd Grade Early Learning
- Graduates Who Are Ready For Life

Edmonds School District

20420 68th Ave W
Lynnwood, WA 98036
425-431-7000

www.edmonds.wednet.edu

The **Edmonds School District** covers approximately 36 square miles in south Snohomish County and includes the communities of Brier, Edmonds, Lynnwood, Mountlake Terrace, Woodway, and portions of unincorporated Snohomish County.

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Financial Resources

Annually, we produce a Citizens Guide to the District's Budget. One of our highest priorities is being excellent stewards of our community's resources. Each year, we involve staff, students, families and community members in helping us to set budget priorities. For more information on school funding, we encourage you to refer to the [2016-17 Citizens Guide to the Budget](#).

**The state provides
\$8,662
per pupil to
our District**



About Our Building

Opened: 1959
Square Footage: 49,000
Remodeled: 1998

We are proud that our school facility is used extensively by our community for meetings, events and youth activities.



Edmonds School District
School Improvement Planning Process
Each Student Learning, Every Day!

• **School Name:** Beverly Elementary

Year: 2017-18

School Theory of Action/Target Area

If we:

- Deepen our understanding of the Common Core math standards and math practices
- Create a clear, actionable data collection plan with collaboratively identified common assessments
- Utilize assessment and other collected data to learn more about the needs of our ELL students
- Plan lessons and specific interventions collaboratively to address the needs of our ELL students
- Monitor student progress and modify instruction to better address the needs of our ELL students

Then our students will be better able to:

- Make sense of problems and persevere in solving them (CCSS-M1)

Whole School Achievement Goal- As a result of this action:

Compared to 44% of tested students in 3-6th grade meeting standard on the math portion of the Smarter Balanced Assessment in spring of 2017, 50% of tested students in 3rd-6th grade will meet standard on the math portion of the Smarter Balanced Assessment in the spring of 2018.

Achievement Gap:

- **Measurement/Assessment:** SBA Math Summative

Student Group	Current % Successful	Goal % Successful
Comparison Group A ELL Students	18%	26%
Comparison Group B Non-ELL Students	48%	53%
All Students	44%	50%

Strategic Direction Focus Areas:

You may choose to select one or more of the other options in addition to Effective Learning for All Students.

- Effective Learning for All Students
- Equity of Opportunity
- P-3rd Grade Early Learning
- Graduates Who Are Ready for Life

Specific Strategic Direction Indicators of Focus:

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 School Improvement Planning Process
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Academic Achievement:

- Students meeting or exceeding grade level standards in math (2nd grade math and state assessment grade 3 and up) and growth over time.

Employee: Equity, Effectiveness, and Training

- % of staff engaged in equity and inclusive classroom practices professional development
- % of staff trained in highly effective practices for engaging our students

School Vision/Mission:

Beverly Elementary School exists to meet the academic and social-emotional needs of our students and families by continuously improving our instruction, intervention, and interactions.

School Demographics:

Student Demographics		
Enrollment		
October 2016 Student Count		588
May 2017 Student Count		584
Gender (October 2016)		
Male	287	48.8%
Female	301	51.2%
Race/Ethnicity (October 2016)		
Hispanic / Latino of any race(s)	136	23.1%
American Indian / Alaskan Native	7	1.2%
Asian	64	10.9%
Black / African American	37	6.3%
Native Hawaiian / Other Pacific Islander	14	2.4%
White	267	45.4%
Two or More Races	63	10.7%
Special Programs		
Free or Reduced-Price Meals (May 2017)	231	39.6%
Special Education (May 2017)	71	12.2%
Transitional Bilingual (May 2017)	109	18.7%
Migrant (May 2017)	0	0.0%
Section 504 (May 2017)	27	4.6%
Foster Care (May 2017)	N<10	
Other Information (more info)		
Unexcused Absence Rate (2016-17)	645	0.8%

Parent, Family, and Community Involvement in this Plan:

- Equity Team
- PTA Board Meeting

Review and Analysis of Data:

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Check all data reviewed and analyzed that determined your Strategic Direction focus area(s) and your school target.

- | | | |
|---|---|---|
| <input checked="" type="checkbox"/> State Assessments | <input type="checkbox"/> AP/IB/CHS/Tech Prep | <input checked="" type="checkbox"/> Discipline Data |
| <input checked="" type="checkbox"/> District Assessments | <input type="checkbox"/> CTE Industry Certification | <input checked="" type="checkbox"/> Staff Perceptual Data |
| <input checked="" type="checkbox"/> School Assessments | <input type="checkbox"/> Graduation Rate | <input checked="" type="checkbox"/> Student Perceptual Data |
| <input checked="" type="checkbox"/> Classroom Assessments | <input checked="" type="checkbox"/> Attendance Data | <input checked="" type="checkbox"/> Parent Perceptual Data |
| <input type="checkbox"/> SAT/ACT | <input type="checkbox"/> Other: | |

Summary of strengths or greatest progress based on the data:

- | |
|--|
| • 75% of 2 nd graders met expectations on the 2 nd grade math assessment. |
| • 77% of 2 nd graders were reading at grade level at the end of the year according to the spring reading assessment |
| • The number of families responding to the family survey increased from 61 in 2015-16 to 158 in 2017-18. |
| • 88% of Beverly families who responded to the family survey trust the staff and administrators at our school. |

Prioritized areas of opportunity or greatest challenge based on the data:

- | |
|---|
| 1. Overall, 56% of all Beverly students taking the Math portion of the SBA did not meet standard. |
| 2. Overall, 51% of all Beverly students taking the ELA SBA did not meet standard. |
| 3. The percentage of students with a 90% attendance rate has dropped by 3% since last year for the 2 nd year in a row. |
| 4. 82% of Beverly families who responded to the family survey are less than satisfied with the interpretation services available at the school. |

Third Grade OSPI Literacy Expectation:

What Percentage of Third Graders Met or Exceeded standard on the SBA ELA? 50%	If less than 60% of students met or exceeded, a whole school intensive reading/literacy plan is required. Mark the appropriate box. Plan is required: YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
If a plan is required for your building, add in your SBA Claim Report Data (percentages met) below: *Percentages below reflect at/near standard and above standard percentages	
Reading: 61%	Writing: 62%
Listening: 77%	Research/Inquiry: 68%

Grade Level/Specialist/Department Goals aligned to the School Target Area and Goal:

School Name: Beverly Elementary

Year: 2017-2018

Grade Level/Department/Team: Kindergarten

Student Learning Goal: By the end of the year, all students will show growth in their ability to represent their mathematical thinking using pictures and equations. In addition, all students will show growth in their ability to orally explain how they solved their problem.

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We will measure this Formatively by:

- informal observation
- analyzing student work
- strategic questioning

We will measure this Summatively by:

Pre and Post Assessment Data

Action steps we will take to meet our goal:

Meet as a grade level team during collaborative time. During this time we will assess student work, identify students who are struggling and provide appropriate interventions.

Technology-This is how we will utilize technology to meet our goal:

-we will use 3-act tasks as a way to engage our students in problem solving work

School Name: Beverly Elementary

Year: 2017-2018

Grade Level/Department/Team: First Grade Team: Pam Bader, Laura Eschrich, Monica McDonough, Jennifer Thompson, Lynette Kelly, Amy Weaver

Student Learning Goal: Students will show growth in their ability to explain their thinking for story problems, using pictures, numbers and/or words.

We will measure this Formatively by:

Pre-Test, Exit Tickets, Quick Quizzes

We will measure this Summatively by:

Post Test

Action steps we will take to meet our goal:

Practice Tier II Vocabulary, Math Talks (Solve/Explain/Question/Justify), Manipulatives, Three Acts Task, Benchmark Unit 3, Math Workshop Activities, and Literature Based Problem Solving. Pre-Test and Post-Test, Exit Tickets, Quick Quizzes

Technology-This is how we will utilize technology to meet our goal:

We will use Moby Max as a teaching strategy to move forward with problem solving.

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School Name: Beverly Elementary

Year: 2017-2018

Grade Level/Department/Team: 2nd Grade

Student Learning Goal: 2nd Grade: Students will show growth in math problem solving by utilizing specific strategies (ie: CUBES, UPSC, ICE) to demonstrate and explain their thinking.

We will measure this Formatively by:

We will utilize exit tickets, Daily Word Problem tasks, as well as anecdotal evidence from small groups and skills based groups to assess our students formatively.

We will measure this Summatively by:

We will measure with unit tests, performance tasks, and Daily Word Problem assessments

Action steps we will take to meet our goal:

- Team collaboration for choosing problem solving tasks, experiences, and assessments for students
- Explicit teaching of strategies, including CUBES, UPSC, and ICE
- Use of formative and summative assessments to check in with students and to inform whole group and small group learning
- Scoring student work collaboratively

Technology-This is how we will utilize technology to meet our goal:

- Use of programs such as Front Row Ed and Mobymax to support student learning of math vocabulary and concepts imbedded in problem solving tasks and experiences
- Students use of Smart Boards and Avervision to show their thinking and work to one another

School Name: Beverly Elementary

Year: 2017-18

Grade Level/Department/Team: Third Grade

Student Learning Goal: Students will show growth in math problem solving by utilizing specific strategies (CUBES, UPSC, ICE, etc.) to demonstrate and explain their thinking.

We will measure this Formatively by:

Pre and Post Expressions Units; Performance Tasks; Problems embedded in Expressions Units.

We will measure this Summatively by:

Exit tickets, daily word problems, small group work, and anecdotal records.

Action steps we will take to meet our goal:

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We will give pre-test to determine the needs of our students, and then plan and teach lessons accordingly.

Technology-This is how we will utilize technology to meet our goal:

We will use Xtra Math, Moby Max, and other online resources for practice.

School Name: Beverly Elem

Year: 2017-2018

Grade Level/Department/Team: 4th grade team

Student Learning Goal: Between September and May students will show growth with place value understanding for multi-digit whole numbers.

We will measure this Formatively by:

Common Core Daily Math, Xtramath, Math exit tickets, Common Core sheets, Common Core Situation Operations

We will measure this Summatively by:

SBA Interim Assessments, Expressions Assessments, Common Core weekly assessments

Action steps we will take to meet our goal:

Implement a new daily math program and assessment, meet regularly to look at data and brainstorm interventions,

Technology-This is how we will utilize technology to meet our goal:

Xtramath fact fluency practice, videos breaking down concepts, exposure to SBA Interim assessments, document camera, projector, and RedCat speaker to enhance instruction

School Name: Beverly Elementary

Year: 2017-18

Grade Level/Department/Team: 5th Grade

Student Learning Goal:

Between November and February students will increase their ability to add and subtract fractions. Specific skills and concepts include:

- fractions are part of a whole
- adding/subtracting fractions with like denominators
- finding equivalent fractions
- adding and subtracting fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.

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- how to accurately solve word problems and multi-step problems involving +/- fractions
- problem solving: showing their work, explaining their thinking, communication

We will measure this Formatively by:

- Homework check in
- Grading and giving feedback from in-class work
- Whiteboard check-in's
- Checking math journals
- Exit tickets
- Self-Assessments
- Student reflection at the end of each lesson

We will measure this Summatively by:

- Pre/Post Unit Assessment
- Quick Quizzes
- Checklists for Student Reflection
- Entrance and Exit tickets
- Use the Common Core Math 4 Today weekly tests

Action steps we will take to meet our goal:

- Team collaboration to plan the unit of study
- Teach/Model Lessons
- Both teacher and the students will be taking notes in math journals, beginning each lesson by ensuring students understand the focused targets for the day
- Provide timely and meaningful feedback and supporting students as they use it to move their learning forward
- Workshop Model: Whole group lesson, small groups (as needed), partner and individual time to work
- Self-Assessment and Self Reflection
- Ongoing assessments-both formative and summative

Technology-This is how we will utilize technology to meet our goal:

- Use various websites including Tenmarks.com and MobyMax to practice skills we are learning each day
- Using Aver-vision Projector and TV monitors to allow students to share their ideas and work with the class -Use google docs and spreadsheets to collaborate and communicate lesson plans among the 5th grade teachers. Also using these programs, we will track student progress
- Using Google Classroom to provide online assignments for completion

School Name: Beverly Elementary

Year: 2017-18

Grade Level/Department/Team: 6th Grade

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Student Learning Goal: Based on the data from post assessment from the unit on number sense 6th grade will be designing interventions to front load identified areas of weakness prior to the teaching of Ratios and Proportions. Using a Ratio and Proportions assessment we will measure student growth over the unit.

We will measure this Formatively by:

Exit tickets, Quick quizzes, and concept based assignment check-ins

We will measure this Summatively by:

Pre-assessment & Post assessment from math curriculum and/or Pre- and Post SBA Interim test

Action steps we will take to meet our goal:

6th grade will be designing interventions to front load identified areas of weakness prior to the teaching of Ratios and Proportions.

Technology-This is how we will utilize technology to meet our goal:

We will use specific skill teaching games online as well as drop individual intervention lessons in Mobymax and Prodigy.

Action Plan for the School to Address the Target Area to in order to meet the Achievement Goals:

<i>Learning Opportunities for Students</i>	<i>Description of the Learning Opportunity</i>	<i>Schedule</i>
As part of progress monitoring, what are you doing to help students who are still struggling?	Problem Solving Team identifies interventions and provides supports to teachers in implementing interventions.	Weekly
	MTI meetings help teachers identify students whose needs are not being met by their core instruction.	Each Trimester
	Students receive differentiated instruction daily including more face time for the most struggling learners.	Daily
	Teachers collaborate regularly around student data and best practice in order to increase student achievement	Every other week
	Push in/Pull out Title I/LAP support	Daily
	Classroom interventions including individualized computer programs, parent volunteers, flash cards	Daily

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	Ongoing formative assessment: Pre/Post, exit tickets, class work	Daily
As part of progress monitoring, what are you doing for students who are meeting or exceeding standards?	Students receive differentiated instruction daily	Daily
	Technology based programs such as MobyMax allow students to work beyond grade level expectations in literacy and math.	Daily
	Classroom extension activities including small group projects, performance tasks	Ongoing
	Independent contract for math to learn more advanced concepts	Ongoing
Describe how your school addresses the physical, emotional, and intellectual safety conditions that allow for effective teaching and learning to take place.	Components of the Comprehensive Safety Plan: <ul style="list-style-type: none"> • Updating safety plan for emergencies • Character Counts: School-wide character education • Many classrooms using responsive classroom structures such as morning meetings • 2nd step lessons by counselor and teachers • School wide expectations posted and regularly reviewed • Positive Behavior Recognition: Blue tickets, success awards • Zones of Regulation taught in small group settings • Classroom lessons and small groups run by school counselor 	Ongoing

<i>Learning Opportunities Provided for Staff Specific to the School Target</i>	<i>Description of the Learning Opportunity</i>	<i>Schedule</i>
Whole staff learning opportunities to support the focus and intentionality of this Goal.	Content includes: <ul style="list-style-type: none"> • Intentional work on collaborative practice and cycles of inquiry • In depth review of the Common Core State Standards for math including depth of knowledge and math practices 	Twice monthly staff meetings Building Days

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	<ul style="list-style-type: none"> Utilizing SBA Interim Assessment data to drive instruction Use of SIOP strategies to support ELL students Regular review of the action plan by staff 	
<p>Small group, individual, voluntary learning opportunities to support the focus and intentionality of this Goal.</p>	<p>Content includes:</p> <ul style="list-style-type: none"> Reviewing data in collaborative teams Creating plans of action with collaborative teams to address the needs of students Collecting data to review with collaborative team to make adjustments to action plan Working with coach to plan and implement CCSS aligned instruction 	<p>Twice monthly collaborative times</p> <p>As needed</p>

<i>Intensive Reading and Literacy Improvement Plan</i>	<i>Description of Intervention Practices</i>	<i>Monitoring Schedule</i>
<p>Identify the intensive and targeted reading/literacy intervention practices, K-4, your school will implement.</p> <p>Specifically identify and describe your building's grade to grade transition plan. How is student learning information shared and how are intervention plans from year to year continued/modified/expanded/ discarded?</p>	<ul style="list-style-type: none"> Professional Learning and Collaboration times Additional support for K-4 reading during the school day Family Involvement Guided reading groups <p>Transition plan: Teachers fill out electronic placement cards at the end of the year sharing reading assessment information. Teachers fill out more specific information on the placement card for students who have struggled about what they tried and what worked. Records are kept by the school counselor of students who have been brought to the Problem Solving Team and the results and learnings from those meetings are shared with the new teacher.</p>	<p>Ongoing</p> <p>Every other week</p> <p>Ongoing</p> <p>Ongoing</p>
<p>Describe your Targeted Family Engagement Plan that ensures two way communication between home and school regarding individual student progress.</p>	<ul style="list-style-type: none"> Letter home Student, Parent, School Compact Summer Packet for students Report Cards Progress Reports 	<p>Throughout the 2017-18 school year</p>

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