

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

School Name: Beverly Elementary

Year: 2018-19

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 45% of tested students in 3rd -6th grade meeting standard on the math portion of the Smarter Balanced Assessment in spring of 2018 , 50% of tested students in grades 3rd-6th will meet standard on the math portion of the Smarter Balanced Assessment in the spring of 2019.

Opportunity/Achievement Gap:

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

<i>Student Group</i>	<i>Current % Successful</i>	<i>Goal % Successful</i>
All Students <small>Click here to enter text.</small>	45%	50%
Comparison Group A Students with EL services	18%	26%
Comparison Group B Students not receiving EL services	50%	55%

Commitment 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

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Graduates Who Are Ready for Life

Specific Commitment Focus Key Performance Indicators:

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.

School Climate, Perceptions, and Equity

- % 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 Enrollment Information

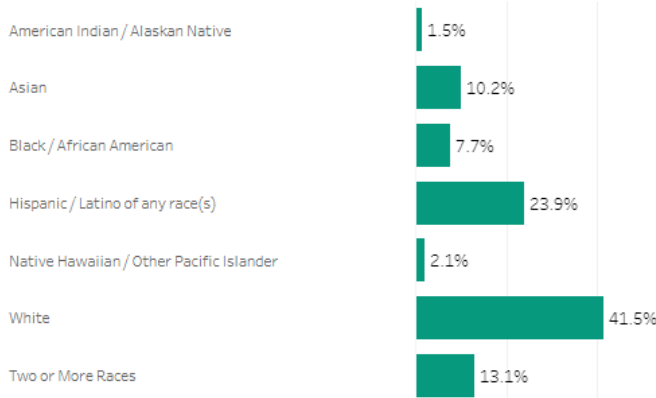
Enrollment



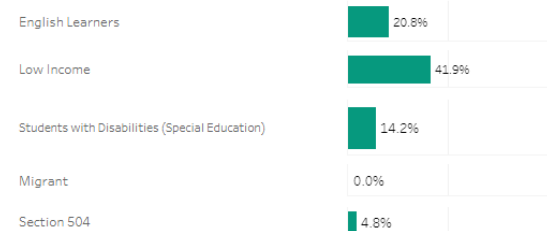
Gender (Percent of October Enrollment)



Race/Ethnicity (Percent of October Enrollment)



Special Programs (Percent of May)



Parent, Family, and Community Involvement in this Plan:

- **Equity Team**
- **PTA Board Meeting**

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Review and Analysis of Data:

Check all data reviewed and analyzed to determine your Commitment focus area(s) and school target.

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

Summary of strengths or greatest progress based on the data:

- | |
|---|
| • 5 th grade SBA Math scores increased from 31% in 2017 to 49% in 2018 |
| • Office referrals continue to drop |
| • The cohort of students in 6 th grade increased their Math SBA proficiency rate from 31% in 5 th grade to 43% in 6 th grade |

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

- | |
|--|
| • 4 th grade SBA Math scores dropped from 41% in 2017 to 34% in 2018 |
| • 6 th grade SBA Math scores dropped from 51% in 2017 to 43% in 2018 |
| • 2 nd grade math assessment scores are down slightly from 76% in 2017 to 73% in 2018 |

State Participation Rate: 95% participation required

<input checked="" type="checkbox"/> X Area of Strength (95% or more participation)	<input type="checkbox"/> Area of Opportunity (less than 95% participation)
If your participation rate is an area of opportunity , please describe your plan for increasing student participation during the school year: Click here to enter text.	

Third Grade OSPI Literacy Expectation:

What Percentage of Third Graders Met or Exceeded standard on the SBA ELA? 48%	If less than 60% of Third Grade 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 Third Grade SBA Claim Report Data (percentages met) below: *Percentages below reflect at/near standard and above standard percentages	
Reading: 75%	Writing: 72%
Listening: 85%	Research/Inquiry: 71%

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

School Name: Beverly Elementary

Year: 2018-19

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.

The CCSS that this goal aligns to is:

K.OA (Operations and Algebraic Thinking)

Understand Addition as putting together and adding to, and understand subtraction as taking apart and taking from.

2. Solve addition and subtraction word problems and add within 10 e.g., by using objects or drawings to represent the problem.

We will measure this Formatively by:

Formative measures will include assessment of student work, and 1:1 conferring with kids.

We will measure this Summatively by:

We will use fall, winter, and spring checkpoints as our summative assessment. This will be assessed using a 4 point rubric.

Action steps we will take to meet our goal:

We will meet as a grade level to discuss and analyze our students' developing understanding of problem solving. As a grade level team we will come to each meeting prepared to present student work from our targeted ELL kids, assess their work as a team and discuss next steps. We will use this information to create flexible groupings, mini lessons tailored to the needs of our students. In addition to this we will collaboratively determine interventions for students performing below grade level as well as challenge students performing above grade level.

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: 2018-2019

Grade Level/Department/Team: First Grade

Student Learning Goal:

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Students will be able to explain their thinking for unknown partner story problems, using pictures, numbers and/or words.

We will measure this Formatively by:

Exit Tickets, Quick Quizzes, Math activities

We will measure this Summatively by:

Pre Test and 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. Collaborative planning

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

Problem solving activities on various websites.

School Name: Beverly Elementary

Year: 2018-2019

Grade Level/Department/Team: 2nd Grade

Student Learning Goal: Students will show growth in basic addition fact fluency, adding up to 20 throughout the school year. Fluency includes representing equations symbolically and understanding the meaning of quantities. Instruction will include whole group lessons, small groups that will be formed by common levels or strategy needs, use of technology (such as Mobymax, Xtra Math, and Freckle), and individual tutoring with parent and community volunteers.

We will measure this Formatively by:

In regards to formative assessment, we will utilize progress monitoring through Xtra Math, Freckle and paper/pencil assessments. Xtra math, in particular, offers weekly data to show progress and mastery of specific facts students are working on. Additionally, we will utilize anecdotal evidence from math talk and group lessons to assess students' progress. Also, application of math addition facts in situational word problems will be evaluated.

We will measure this Summatively by: We will be utilizing assessments on our on-line programs mentioned above as well as paper/pencil fact fluency tests. Additionally, fluency is tested in our math Expressions curriculum.

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Summative assessments will include related unit tests (Unit 1 2013 edition and Unit 3 2009 edition of Math Expressions), on-line program assessments in MobyMax, Freckle, and Xtra Math, and/ or paper and pencil math fact tests.

Action steps we will take to meet our goal:

As a grade level team, we will meet regularly (as a part of our weekly meetings) to analyze and discuss data from our on-going formative assessments. Again, our goal is that all students will show growth in basic addition fact fluency, adding up to 20 throughout the school year. Fluency includes representing equations symbolically and understanding the meaning of quantities. Instruction will include whole group lessons, small groups that will be formed by common levels or strategy needs, daily use of technology (such as Mobymax, Xtra Math, and Freckle), and individual tutoring with parent and community volunteers.

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

We will be using a variety of on-line math programs to teach, practice, and assess fact fluency. These sites include Xtra Math, MobyMax, and Freckle. If available, we will also be using I Station.

School Name: Beverly Elementary

Year: 2018-19

Grade Level/Department/Team: Third Grade

Student Learning Goal: Students will use fact finding strategies and problem solving skills to improve accuracy in solving math problems.

We will measure this Formatively by:

Pre and Post Common Core Expressions Units; Performance Tasks; Problems embedded in Common Core 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:

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.

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School Name: Beverly

Year: 2018-2019

Grade Level/Department/Team: 4th grade

Student Learning Goal: Use the four operations with whole numbers to solve problems.

We will measure this Formatively by:

Timed fact fluency, exit tickets, flash cards, Xtramath program, math games, project based assessment, Common Core Daily Math, Common Core weekly tickets,

We will measure this Summatively by:

Moby Max B/M/E, Math quizzes, Fact tests, project based

: Common core daily math, common core weekly assessments, Xtramath, Math Expressions assessments, Common Core operations situations, math exit tickets, SBA Interim assessments.

Action steps we will take to meet our goal:

Through MTI work we will establish a sorting test and separate students into groups and on Fridays each teacher will take a group (low, medium, high) and work with targeted instruction on our goal.

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

Xtramath, Mobly Max, Common Core resources, research for project, SBA practice

School Name: Beverly

Year: 2018-2019

Grade Level/Department/Team: 5th Grade

Student Learning Goal: Students will improve their ability to make sense of problems and persevere in solving them (CCSS Math Practice Standard 1).

We will measure this Formatively by:

Monthly 3 Act Tasks and survey assessed using a rubric

Exit Tickets

We will measure this Summatively by:

Pre and post 3 Act Task-seeing how the results change

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SBA Interims

Action steps we will take to meet our goal:

Pre-Assessment

3 Act Tasks

Math for Today-morning work (CCSS aligned)

Math Talks

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

Zearn

Mobymax

Code.org

School Name: Beverly Elementary

Year: 2017-18

Grade Level/Department/Team: 6th Grade

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.

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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>
<p>As part of progress monitoring, what are you doing to help students who are still not meeting proficiency?</p>	<p>Problem Solving Team identifies interventions and provides supports to teachers in implementing interventions.</p> <p>MTI meetings help teachers identify students whose needs are not being met by their core instruction.</p> <p>Students receive differentiated instruction daily including more face time for the most struggling learners.</p> <p>Teachers collaborate regularly around student data and best practice in order to increase student achievement</p> <p>Push in/Pull out Title I/LAP support</p> <p>Classroom interventions including individualized computer programs, parent volunteers, flash cards</p> <p>Ongoing formative assessment: Pre/Post, exit tickets, class work</p>	<p>Weekly</p> <p>Each Trimester</p> <p>Daily</p> <p>Every other week</p> <p>Daily</p> <p>Daily</p> <p>Daily</p>
<p>As part of progress monitoring, what are you doing for students who are meeting or exceeding standards?</p>	<p>Students receive differentiated instruction daily</p> <p>Technology based programs such as MobyMax allow students to work beyond grade level expectations in literacy and math.</p> <p>Classroom extension activities including small group projects, performance tasks</p> <p>Independent contract for math to learn more advanced concepts</p>	<p>Daily</p> <p>Daily</p> <p>Ongoing</p> <p>Ongoing</p>
<p>Describe how your school addresses the physical, emotional, and intellectual safety conditions that allow for effective teaching and learning to take place.</p>	<p>Components of the Comprehensive Safety Plan:</p> <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 	<p>Ongoing</p>

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	<ul style="list-style-type: none"> • 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 	
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<i>Learning Opportunities Provided for Staff Specific to the School Target</i>	<i>Description of the Learning Opportunity</i>	<i>Schedule</i>
<p>Whole staff learning opportunities to support the focus and intentionality of this goal.</p>	<p>Content includes:</p> <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 • 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>Twice monthly staff meetings</p> <p>Building Days</p>
<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>

Action Plan for the School to Address the Third Grade OSPI Literacy Expectation:

Third Grade OSPI Literacy Expectation
(The following information is required if less than 60% of Third Grade Students met or exceeded standards on SBA ELA)

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<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. After your selection, write a brief description of your plan for implementation of that practice.</p>	<ul style="list-style-type: none"> X Use of a coach/coaches X Additional learning time within the School Day <input type="checkbox"/> Before and After School Programs X Family Involvement at School (and outside of school) X Targeted Professional Learning X Professional Learning Communities <input type="checkbox"/> Tutoring <p>Click here to enter text.</p>	<p>Ongoing</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>	<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>Describe your <i>Targeted Family Engagement Plan</i> (specifically K-4) that ensures two way communication between home and school regarding individual student progress, the interventions and strategies being used and strategies for improving the student's reading skills at home.</p>	<ul style="list-style-type: none"> • Letter home • Student, Parent, School Compact • Summer Packet for students • Report Cards • Progress Reports 	<p>Throughout the 2018-19 School year</p>