

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

School Name: Chase Lake Community School

Year: 2018-19

School Theory of Action/Target Area

If we, the Chase Lake Community, continue to refine our conceptual understanding of the K-6 critical math domains within a growth mindset culture and students engage in rigorous, meaningful mathematical experiences, then this will lead to improved mathematical achievement for all.

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

Compared to 51% of all students meeting standard on the Mathematics section of the SBA in Spring 2018, we will decrease the percentage of students below standard by 10% on the Mathematics section of the SBA in Spring 2019.

Achievement Gap:

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

| Student Group | Current % Successful 2017-18 | Goal % Successful 2018-19 |
|--|-------------------------------------|----------------------------------|
| Comparison Group A Students with ELL Status Hispanic/Latino | 33% | 36% |
| Comparison Group B All Students with ELL Status | 30% | 33% |
| Comparison Group C Students without ELL Status | 54% | 59% |
| All Students | 51% | 56.1% |

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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Specific Commitment Focus Key Performance Indicators:

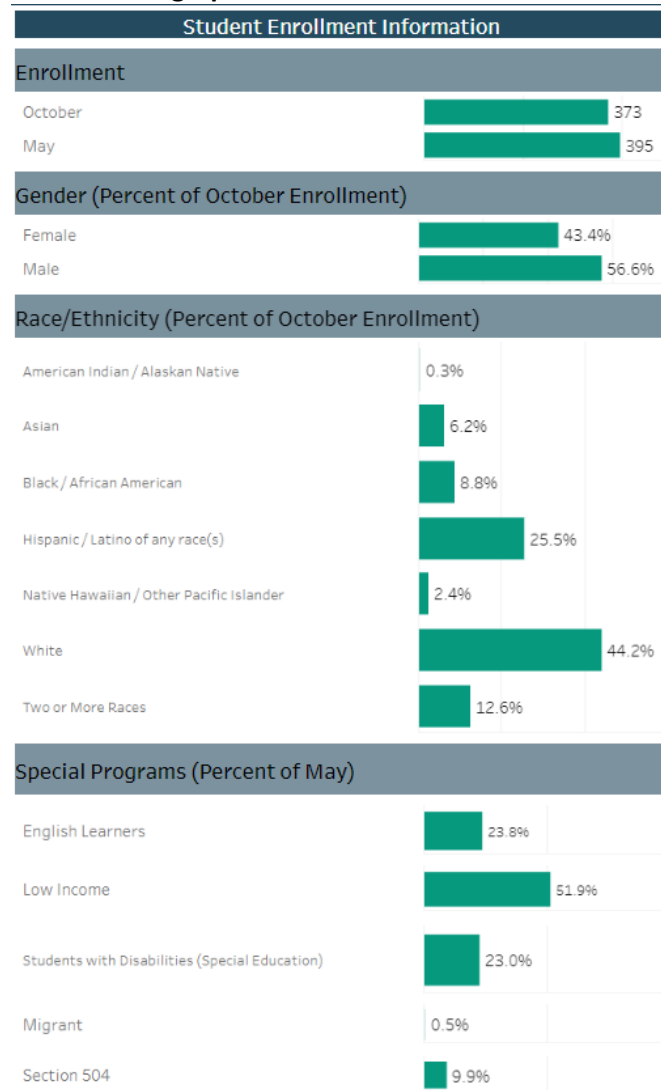
% of 2nd grade students meeting standard on the 2nd grade math assessment in the spring

% of students meeting or exceeding grade level standards in mathematics (Smarter Balanced Assessment)

% of ELL students making adequate gains in learning English (WELPA/ELP21)

School Vision/Mission: Chase Lake strives to provide challenging school experiences that foster steady, continuous, satisfying progress for every child we serve

School Demographics: 2018-19



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Parent, Family, and Community Involvement in this Plan:

| |
|--|
| <ul style="list-style-type: none">• Family Advisory Group |
| <ul style="list-style-type: none">• Kindergarten Jump Start Family Academy |
| <ul style="list-style-type: none">• Family Engagement Procedures as identified in Policy 4129P |
| Family Survey Data 2017-18 Actionable Items: <ul style="list-style-type: none">• School communication practices: translated communication/Accessing interpretation services• Strengthening student's cultural identity in the classroom• Provide a variety of ways for families to participate at the school• Increase updates to families regarding student progress• Increase family engagement leadership |

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

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Summary of strengths or greatest progress based on the data:

| | | | | | | |
|--|---------|---------|---------|-------|-------|-----|
| <ul style="list-style-type: none"> 4 year data Grade 2 Math Assessment shows an increase percentage of students at or above standard each consecutive year (65% 2013-14, 68% 2014-15, 71% 2015-16, 78% 2016-17) | | | | | | |
| <ul style="list-style-type: none"> Spring 2018 Staff Perceptual Survey-Math Indicators of Success, showed growth in student learning and teacher learning indicators | | | | | | |
| <ul style="list-style-type: none"> Spring 2018 Walkthrough Data, collected by administration, focused on Math Indicators of Success showed growth in several areas including Critical Math Domains, Engagement, and Growth Mindset Culture | | | | | | |
| <ul style="list-style-type: none"> 3 Year Trend SBA Data Math (at or above standard) <table style="margin-left: 40px; border: none;"> <tr> <td style="padding-right: 20px;">2015-16</td> <td style="padding-right: 20px;">2016-17</td> <td>2017-18</td> </tr> <tr> <td style="padding-right: 20px;">44.5%</td> <td style="padding-right: 20px;">45.5%</td> <td>51%</td> </tr> </table> | 2015-16 | 2016-17 | 2017-18 | 44.5% | 45.5% | 51% |
| 2015-16 | 2016-17 | 2017-18 | | | | |
| 44.5% | 45.5% | 51% | | | | |
| <ul style="list-style-type: none"> Family Survey Data 2017-18 Strengthens (analyzed by the Family Advisory Team): <ul style="list-style-type: none"> ○ I know how to contact my student’s teacher when I have a concern. ○ I am always greeted warmly when I call or visit my student’s the school ○ The school communicates events and activities effectively. ○ My student’s teacher work hard to build trusting relationships with families | | | | | | |

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

| | |
|----|---|
| 1. | 51% of students performing at or above grade level in SBA Math 2017-18 |
| 2. | 33% of students in ELL (Hispanic/Latino) performing at or above grade level in SBA Math 2017-18 |
| 3. | 34% of students in 5 th grade meeting standard in SBA Math 2017-18 |

State Participation Rate: 95% participation required

| | |
|---|---|
| <input checked="" type="checkbox"/> Area of Strength (95% or more participation) | <input type="checkbox"/> Area of Opportunity (less than 95% participation) |
|---|---|

Third Grade OSPI Literacy Expectation:

| | | | | | |
|---|---|--|--|--|---|
| What Percentage of Third Graders Met or Exceeded standard on the SBA ELA? 51% Met or exceeded standard | If less than 60% of Third Grade students met or exceeded, a whole school intensive reading/literacy plan is required. Mark the appropriate box. <p style="text-align: center;">Plan is required: YES <input checked="" type="checkbox"/> NO <input checked="" type="checkbox"/></p> | | | | |
| If a plan is required for your building, add in your Third Grade SBA Claim Report Data (percentages met) below: <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">Reading: 41% at or near; 29% above standard</td> <td style="width: 50%; border: none;">Writing: 49% at or near; 20% above standard</td> </tr> <tr> <td style="border: none;">Listening: 59% at or near; 24% above standard</td> <td style="border: none;">Research/Inquiry: 54% at or near; 24% above standard</td> </tr> </table> | | Reading: 41% at or near; 29% above standard | Writing: 49% at or near; 20% above standard | Listening: 59% at or near; 24% above standard | Research/Inquiry: 54% at or near; 24% above standard |
| Reading: 41% at or near; 29% above standard | Writing: 49% at or near; 20% above standard | | | | |
| Listening: 59% at or near; 24% above standard | Research/Inquiry: 54% at or near; 24% above standard | | | | |

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

Name: Kindergarten

School: Chase Lake Community School

Year: 2018-19

Grade Level/Department/Team: Kindergarten

Identified group of target students: ELL

Student Learning Goal: Between September and May/June, ELL students will be able to advance on the TSG math rubric Objective 20c (Number concepts and operations- connects numerals with their quantities). We will take into account the base-line developmental level of each individual child as defined by this rubric. Appropriate scaffolding and small group instruction will be provided for students

We will measure this Formatively by: Students will be measured formatively, on a consistent basis, using counting collections, doing exploratory math with manipulatives (counting, comparing, patterning, sorting), and practicing writing 0-20 in standard form.

We will measure this Summatively by: Students will be measured summatively, in the Fall, Winter, and Spring, using the Kindergarten math assessment and the Kindergarten unit checklists.

Action steps we will take to meet our goal: Regular grade level meetings to monitor student progress and to collaborate on designing/utilizing higher-level demand tasks. Attend math PD and participate in math coaching cycles.

Classroom strategies to move target students forward: Small group instruction/work, opportunities for partner work/discourse. When possible, extra math support (more practice and time) in a pull out group

Family engagement strategies to move target students forward: Regular notifications/communication about math learning and goals. Games and activities sent home for practice and engagement at home

Technology-This is how we will utilize technology to meet our goal: Using the doc cam to show/share student work. Watching 3 act task videos in class. Use our computers to research higher-level demand activities/tasks and then creating a list of resources available to our grade level team. Students can access school approved websites- IXL, starfall, mobymax, etc.

Name: Developmental Kindergarten

School: Chase Lake Community School

Year: 2018-19

Grade Level/Department/Team: Kindergarten

Identified group of target students: ELL

Student Learning Goal: Between September and May/June, ELL students will be able to advance on the TSG math rubric Objective 20c (Number concepts and operations- connects numerals with their quantities). We will take into account the base-line developmental level of each individual child as defined by this rubric. Appropriate scaffolding and small group instruction will be provided for students.

We will measure this Formatively by: Students will be measured formatively, on a consistent basis, using counting collections, doing exploratory math with manipulatives (counting, comparing, patterning, sorting), and practicing writing 0-20 in standard form.

We will measure this Summatively by: Students will be measured summatively, in the Fall and Spring, using WaKIDS and classroom based measures.

Action steps we will take to meet our goal: Regular grade level meetings to monitor student progress and to collaborate on designing/utilizing higher-level demand tasks. Attend math PD and participate in math coaching cycles.

Classroom strategies to move target students forward: Small group instruction/work, opportunities for partner work/discourse.

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Family engagement strategies to move target students forward: Regular notifications/communication about math learning and goals. Games and activities sent home for practice and engagement at home.

Technology-This is how we will utilize technology to meet our goal: Using the doc cam to show/share student work. Watching 3 act task videos in class. Use our computers to research higher-level demand activities/tasks and then creating a list of resources available to our grade level team. Students can access school approved websites- IXL, starfall, mobymax, etc.

Name: 1st Grade

School: Chase Lake Community School

Year: 2018-19

Grade Level/Department/Team: First grade

Identified group of target students: ELL/Hispanic

Student Learning Goal: Between September and May students will show growth with adding and subtracting numbers to 20. Students should increase fall target numbers by 2 to 3 levels. (1.0A.A.)

We will measure this Formatively by:

- Periodic target number assessment for growth.
- Expressions Unit Tests that pertain to adding and subtracting numbers. (Operations in Algebraic Thinking C.C.)
- Anecdotal notes during math workshop.

We will measure this Summatively by:

*Pre SBA end of year K & post test end of year 1st grade for Operations and Algebraic Thinking.

*Target number assessment.

* 1st grade math performance tasks.

Action steps we will take to meet our goal:

* Work with grade level team to determine post 1st grade SBA test.

* Work with district math coach (work to be determined).

Classroom strategies to move target students forward:

*Students will participate in number talks and other math tasks to practice mathematical discourse.

*Small math groups with teacher/ parent volunteers.

Family engagement strategies to move target students forward:

*Send home math links for family engagement.

* Conversations at conferences to encourage families to support math practice at home through

through games like the hiding assessment.

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

*Use of doc camera to share student work.

* Use of Moby Max or IXL.

*Working with technology coach to find and implement other math links for 1st grade.

Name: 2nd Grade

School: Chase Lake Community School

Year: 2018-2019

Grade Level/Department/Team: 2nd Grade

Identified group of target students: Ell/Hispanic Population

Student Learning Goal: Between September 2017 and June 2018, 2nd grade students will use place value understanding and properties of operations to add and subtract. (2.NBT.B)

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We will measure this Formatively by: Target Numbers, Unit Tests, and Performance Tasks
We will measure this Summatively by: Pre/Post test: Spring Second Grade District Place Value Math Test and Target Numbers

Action steps we will take to meet our goal:

Classroom strategies to move target students forward: Small Groups, Leveled Math Stations, Volunteers, Target Number Stations, and Performance Tasks.

Family engagement strategies to move target students forward: Volunteers, Family Math Night, Parent Letter, and Homework.

Technology: This is how we will utilize technology to meet our goal: Xtra Math, IXL, Math Playground.

Name: 3rd Grade

School: Chase Lake Community School

Year: 2018-2019

Grade Level/Department/Team: 3rd

Identified group of target students: Students who are struggling with addition and subtraction that may have difficulties with repeated addition

Student Learning Goal: By the end of March, 2017, 80% of third grade students will accurately be able to identify and complete different strategies for multiplication and division.

We will measure this Formatively by: Exit tickets, quick quizzes, and observations

We will measure this Summatively by: Pre and Post tests from the curriculum

Action steps we will take to meet our goal:

Classroom strategies to move target students forward: Math games, small group instruction, whole class instruction, guided math, manipulatives

Family engagement strategies to move target students forward: sending home different games learned throughout the week

Technology-This is how we will utilize technology to meet our goal: We will use online resources such as xtramath.com, mobymax, ixl, calculators, doc camera, projector to model

Name: 4th Grade

School Name: Chase Lake Elementary

Year: 2018-2019

Grade Level/Department/Team: 4th Grade

Goal: SG: 8.1 Between September and February, all students will show an increase in their ability to quickly recall multiplication and division facts. (For those students who receive the majority of their math instruction from Learning Support and who are working on addition and subtraction, their progress in these operations will be measured.)

Identified group of target students: ELL and Hispanic

We will measure this Formatively by:

Timed test data will be collected once a week. Students will take a weekly timed test, and both students and teacher will record the results. Once a month, the teacher will record the beginning-of-the-month and end-of-the-month data as a numerical increase or decrease.

We will also use observations—are students still struggling to figure out the basic facts and taking longer to tackle multi-digit multiplication and division work? Or do students have fact fluency? Are they able to build on that knowledge to solve multi-step problems and/or multi-digit computation without being slowed down by lack of fact fluency?

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We will measure this Summatively by:

Once a month, the teacher will record the beginning-of-the-month and end-of-the-month data as a numerical increase or decrease. At the end of February, the data will be compared to the September data.

Action steps we will take to meet our goal:

Students will do strategy practice each day, making sure to deepen their understanding of multiplication and division situations. They will draw and verbally describe the factor-product relationship in multiple ways. Students will also work with a partner to get these facts “out” quickly once they’ve learned them.

Timed test data will be collected once a week. Students will take a weekly timed test, and both students and teacher will record the results. Once a month, the teacher will record the beginning-of-the-month and end-of-the-month data as a numerical increase or decrease. Students will also share with one another the progress they are making and set personal growth goals. Student scores on xtramath.org will also be displayed at least two times a week to discuss growth and promote goal-setting. Individual student progress is recorded within the xtramath program, showing how often students are using the program, the accuracy of their work, and the programs completed.

Classroom strategies to move target students forward:

C.L. Fact Fluency Plan, X-traMath

Family engagement strategies to move target students forward:

Communicate grade level goal to families during conferences

Remind families about X-traMath and IXL

Technology- This is how we will utilize technology to meet our goal: Students will use X-traMath to build their fact fluency, and they will use ixl.com to apply their knowledge and understanding of the multiplication and division facts.

5th Grade

Name: 5th Grade Team

School: Chase Lake Community School

Year: 2018-2019

Grade Level/Department/Team: 5th Grade

Identified group of target students: ELL/Hispanic

Student Learning Goal: SG 6.1 Student Growth Goal (all of 5th grade): Beginning in November (2018) students will make growth in their ability to multiply decimals to the hundredths place by June (2019)

We will measure this Formatively by: Use beginning of decimal unit pre-test and formative assessments (quizzes) throughout the unit

Use Interim Assessments

We will measure this Summatively by: Use the end of unit assessment to measure growth

Action steps we will take to meet our goal: Teach multiplying decimals concept and procedure using Expressions and Engage NY curriculum

Teach small groups as needed

Classroom strategies to move target students forward:

SIOP strategies, place value chart, small group instruction

Family engagement strategies to move target students forward:

Communicate grade level goal to families via class newsletter and class website

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Remind families that IXL.com is a math resource for practice
Have parent volunteer work with target students on multiplying decimals

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

Use IXL math and Xtramath.com websites to extend practice
Use SBA Interim Assessments

Name: 6th Grade

School: Chase Lake Community School

Year: 2018-2019

Grade Level/Department/Team: 6

Identified group of target students: There are 18 students in 6th grade that received a 1 on the SBA mathematics test.

Student Learning Goal: Because these 18 students have demonstrated difficulty in applying math concepts, we hope to give students additional experiences in which to apply the methods and ideas of the mathematics in other contexts: Specifically, in the STEM discipline, which uses mathematical methods and ideas.

We will measure this Formatively by: Evaluation of Mathematical applications in STEM activities

We will measure this Summatively by: Evaluating student work in terms of sound math application.

Action steps we will take to meet our goal:

* Students will self-pace in 4 weeks of CODE.org

* Teachers will take STEM Science training provided by the District

* Teachers will debrief STEM activities w/ math components with Science TOSA Olga Mashnitskaya. This will be a collaborative meeting. We will also meet collaboratively twice more for data discussion and future goal setting.

Teachers will pilot the first 6th grade District STEM activity by the committed deadline of Dec 16.

Classroom strategies to move target students forward:

Check –in with students in this core group to make sure they understand the math connection they will need.

Use the Scholastic Math Magazine or Scholastic’s Science Magazine with members of this core group that are not in Band or Orchestra.

Pull extra practice work for Mathematics used in a STEM task. (Such as temperature or time worksheets, etc)

Family engagement strategies to move target students forward: The tasks are highly motivating. It is likely that students will be sharing their experiences out of sheer excitement. In addition we will:

Discuss SBA scores and plans for improvement with parents at conferences

Assign STEM task ‘brainstorming’ to be discussed at home

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

Technology is an inherent part of STEM.

Name: Intermediate Intensive Support

School: Chase Lake Community School

Year: 2018-2019

Grade Level/Department/Team: Intermediate Intensive Support

Identified group of target students: Emerging Readers

Student Learning Goal:

We will measure this Formatively by: Read alouds in a group setting

We will measure this Summatively by: Reading assessments and checklist

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Action steps we will take to meet our goal:

Classroom strategies to move target students forward: small group targeted instruction
Family engagement strategies to move target students forward: Reading log sent home
Technology-This is how we will utilize technology to meet our goal: Raz Kids to get exposure to reading on the computer.

Name: Learning Support

School Name: Chase Lake Community School

Year: 2018-2019

Grade Level/Department/Team: K-6 Learning Support (SPED)

Goal: Between October and May, Learning Support students in grades 3-5 will improve their spelling skills through increased use of the more complex spelling features such as consonant digraphs, consonant blends, long vowel patterns, and “other” vowel patterns (i.e. ew, aw, or, ir, oi, etc.).

We will measure this Formatively by:

We will measure this goal formatively by establishing a baseline with an initial spelling inventory, collected during the month of October. We will individualize student spelling lessons based on the appropriate developmental spelling stage for each student. For progress monitoring we will use individualized “spelling tests” and will review spelling progress made in student writing samples.

We will measure this Summatively by:

We will measure this goal summatively by using regular assessments embedded in our Spelling and Writing Conventions curriculum at the end of each unit. We will also re-administer the spelling inventory in May.

Action steps we will take to meet our goal:

1. Collaborate with fellow Learning Support teachers to modify curriculum, gather resources and design lessons to meet the needs of learning support students.
2. Collaborate with Learning Support teaching partner to analyze student work samples and to calibrate scoring.

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

We teach spelling in a small group setting. The use of a projector and document camera are useful for modeling spelling skills and to increase focus among our students. In addition, students learn typing skills in order to increase writing fluency. One of the choices on the spelling menu is to practice the words by typing them three times each. This increases the probability that students will spell the words correctly (when copying them) and provides a break from paper/pencil writing for our students who struggle with the physical process of writing.

Name: Title/ELL

School: Chase Lake Community School

Year: 2018-2019

Grade Level/Department/Team: Title and ELL

Identified group of target students: First Grade ELL

Student Learning Goal: We will improve students’ ability to read by engaging in high leverage sheltered instruction strategies and classroom discourse to carry out learning target.

We will measure this Formatively by:

- Daily observations and anecdotal notes
- Lesson exit tickets
- Student use of checklist and/or rubrics to self-assess and grow learning

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We will measure this Summatively by:

- DIBELS progress monitoring
- 95% Screener
- OWE Unit Tests
- Running Records

Action steps we will take to meet our goal:

Classroom strategies to move target students forward:

- Define and implement high leverage strategies
- Classroom Discourse language
- Create and implement reading strategies anchor charts

Family engagement strategies to move target students forward:

- webpage

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

- Use of short online videos of reading strategies for additional models
- Use of interactive sites that supports practice of skills
- Google data collection sheet to record and track student progress with the support of Rose Maxwell
- Other Google Apps with the support of Rose Maxwell

Name: Physical Education

School: Chase Lake Community School

Year: 2018-2019

Grade Level/Department/Team: P.E. 5th

Identified group of target students:

Student Learning Goal: Create multiplication activities for 5th grade students to practice in a P.E. setting

We will measure this Formatively by: Student engagement and teacher observation

We will measure this Summatively by: Solving in groups higher level multiplication problems in the Spring April

Action steps we will take to meet our goal: Students will work in groups from October to March to use mental math skills to solve single and double digit multiplication problems. Students will work in groups to solve single and double digit multiplication flash cards.

Classroom strategies to move target students forward: Using mixed high/low math groups to work together to solve problems.

Name: General Music

School Name: Chase Lake Elementary

Year: 2018-2019

Grade Level/Department/Team: Pat Spooner, Mark Press

Student Learning Goal: Students will be able to incorporate individual dance skills taught in previous grade levels to successfully perform traditional groups dances such as "Oh Johnny " and "Solomon Levi" from December 4th and ending at the end of the Dance and Movement unit on December 17th.

We will measure this Formatively by:

Video tape sessions to inform dance skill instruction, based on needs of students.

Teacher observation.

Student self-assessment

Classroom teacher observation

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We will measure this Summatively by:

Take a video of groups at beginning of instruction for baseline, then have students self-assess once again at end of instruction for summative.

Students will self-evaluate using rubric based on 4th grade ELA Common Core.

Teacher will evaluate using rubric based on 4th grade ELA Common Core.

Action steps we will take to meet our goal:

Dance and movement instruction and presentation will take place in gym with PE and Music teachers.

- Teach skills in isolation before introducing structured dances-review free calls (explore physical movement)
- Small and large group modeling/demonstration
- Take a video of groups at beginning of instruction for baseline, then have students self-assess at once again at end of instruction for summative.

Technology-This is how we will utilize technology to meet our goal: You tube for demonstration videos, video of previous years , wireless microphones, itunes and computer for music, LFD.

Name: **Library**

School: Chase Lake Community School

Year: 2018-2019

Grade Level/Department/Team: Patti Vicari, Deanna Silue, and Rose Maxwell

Identified group of target students: 5th Grade, room 225

Student Learning Goal:

We will measure this Formatively by: Videos, teacher observation, questioning exit/admit slips, graphic organizers, think-pair-share, presentation rubrics

We will measure this Summatively by: Pre-test, post-test, student self-evaluation

Action steps we will take to meet our goal:

Classroom strategies to move target students forward:

Family engagement strategies to move target students forward: Parent and student conferences, student presentations (invite parents), Seesaw (communication with parents),

Technology-This is how we will utilize technology to meet our goal: Teachers and students will work collaboratively with the librarian and Technology Instructional Coach, Rose Maxwell, to achieve their goals. Reading, writing, and social studies instruction will be supported and enriched with online resources such as the district online databases, online subscriptions such as Scholastic News, Bookopolis, Tumblebooks, etc. (RazKids – to support struggling students in reading), Seesaw, Google docs, slides, etc. and a variety of other technology resources to engage students to be effective users of information. They will be use their Chromebooks and the robust Google Apps to create resources, increase understanding of content, share and present their information to others.

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 not meeting proficiency? | <ul style="list-style-type: none"> • 1:1 assistance with volunteers, mentors, peer tutoring • Small group instruction • Growth mindset-motivational strategies • Frequent assessments and progress monitoring using interim assessment block | Multiple times per week |

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|--|--|---------------------------------------|
| | <ul style="list-style-type: none"> • Content target interventions based on assessment data • ELL Focus: <ul style="list-style-type: none"> ○ Develop academic language ○ Small group problem solving ○ Opportunities for discussion and talk ○ SIOP strategies ○ Access to concrete materials/visual representation • Computer based interventions | |
| <p>As part of progress monitoring, what are you doing for students who are meeting or exceeding standards?</p> | <ul style="list-style-type: none"> • Opportunities to peer tutor • Small group instruction • Extending problem solving/engaging tasks • Computer based supports • After school activities <ul style="list-style-type: none"> ○ STEM Science Club | <p>As needed 1X per week</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> | <ul style="list-style-type: none"> • Responsive Classroom strategies, including Morning Meeting, Closing Circle, and Interactive Modeling • CARES Charter traits (cooperation, Assertion, Respect, Responsibility, Empathy, Self-Control) • Chase Lake beliefs and expectations • Safety Net Program to assess and respond to student and family basic needs • Student Leadership Opportunities <ul style="list-style-type: none"> ○ 6th Grade Legacy Project ○ School Patrol ○ Spirit Club ○ Student Council <p>Student voice/leadership/participation at assemblies</p> | <p>Daily Varied</p> |

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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> |
|--|--|-------------------------------------|
| Whole staff learning opportunities to support the focus and intentionality of this Goal. | Professional learning focus: <ul style="list-style-type: none"> ○ Growth mindset ○ Build content expertise ○ Engaging mathematics instruction with a focus on high cognitive demand tasks and discourse ○ Critical K-6 Math Domains Release time for math labs PLC work Access to an Instructional Coach | Staff Meetings Building Days |
| Small group, individual, voluntary learning opportunities to support the focus and intentionality of this Goal. | <ul style="list-style-type: none"> ● Student centered coaching ● Cycles of Inquire through the PLC process ● Collaborative time for grade level teams ● Access to resources through Google Classroom ● Sub release time | Varied |

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

| <i>Third Grade OSPI Literacy Expectation</i> <i>(The following information is required if <u>less than 60%</u> of Third Grade Students met or exceeded standards on SBA ELA)</i> | | |
|--|---|-----------------------------------|
| <i>Intensive Reading and Literacy Improvement Plan</i> | <i>Description of Intervention Practices</i> | <i>Monitoring Schedule</i> |
| 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. | Continual assessment and progress monitoring Title reading groups K-4 (small group) Working with CVC words Community volunteers: sight word practice Comprehension instruction Student discourse Vocabulary instruction Writer’s workshop K-4 Phonemic awareness focus SIOP language acquisition/vocabulary Question and discussion techniques MTI Data assessment and interventions discussed by team Technology resources support by Instructional Technology Coach | Varied |

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

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| <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>Protocol in MTI Informal conversations Homeroom data Class placement cards Learning support tracking interventions PST Team Vertical grade meetings scheduled to support data sharing and transitions</p> | <p>Varied</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> | <p>Leveraging Family Support</p> <ul style="list-style-type: none"> • Events to support home learning • Monthly family communication • Love of reading promoted at conferences • Family advisory team • School-wide event: Family Reading Night | <p>Varied</p> |

The plan for intensive and targeted reading intervention practices include frequent assessment, screening, and progress monitoring through DIBELS. Students will receive support/interventions in a small group setting focused on phonemic awareness, phonics, and fluency. Classroom teachers will focus on comprehension and vocabulary strategies and provide students opportunities for discourse.