

**School Name:** Edmonds Elementary

**Year:** 2018-19

**School Theory of Action/Target Area**

If we, as staff and community, refine our understanding of Common Core State Standards learning progression and model a language-rich instructional environment to support students through questioning and discussion techniques in order to foster student engagement

Then we expect improved academic achievement for all students.

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

- Compared to 69% of 3-6 graders in Spring 2018, 72% of 3-6 graders will meet or exceed standard on the Smarter Balanced Math Assessment in Spring 2019.

**Achievement Gap:**

- **Measurement/Assessment:** Math Smarter Balanced Assessment (SBA)

<i>Student Group</i>	<i>Current % Successful</i>	<i>Goal % Successful</i>
<b>Comparison Group A</b> Non-Free and Reduced Lunch	73% of grades 3-6	76% of grades 3-6
<b>Comparison Group B</b> Free and Reduced Lunch Students	48% of grades 3-6	53% of grades 3-6
<b>All Students</b> All students	69% of grades 3-6	72% of grades 3-6

\*Beyond the group specified above, we are also committed to closing the achievement gap for the following subgroup of students: (1) Students who are Free and Reduced Lunch in Grades K-2 and also qualify for LAP services. (2) Students who are Free and Reduced Lunch in Grades 3-6 and were below expectation on SBA Assessments, Spring 2018.

**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-3<sup>rd</sup> Grade Early Learning
- Graduates Who Are Ready for Life

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**Specific Strategic Direction Indicators of Focus:**

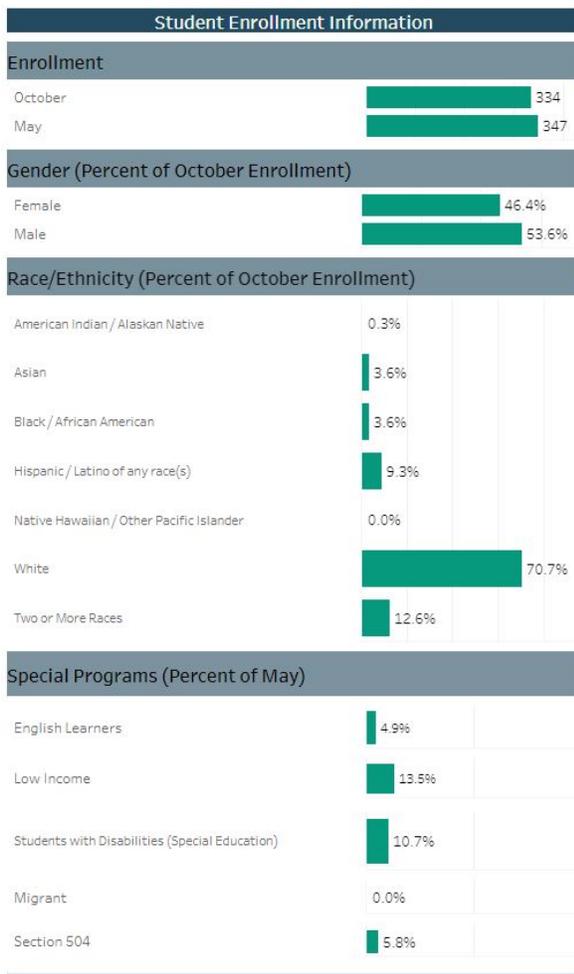
Students meeting or exceeding standard in assessments and growth over time. Assessments could include:

- Unit Assessments and Classroom Based Assessments, grades K-6
- Academic Journals – Vocabulary Sections, Grades K-6
- District Math Assessment, grade 2
- Smarter Balanced Interim Assessments, grades 3-6
- Smarter Balanced Assessments, grades 3-6
- Learning Assistance Program (LAP) Progress Monitoring
- District Multi-Tiered Instruction Assessments, various for grades K-6

**School Vision/Mission:**

It is our mission at Edmonds Elementary School to build a community where learners are nurtured to become self-directed, productive, responsible individuals, who demonstrate concern for themselves, for others, and for our world through a partnership of students, staff, parents, and community.

**School Demographics (2017-18 school year)**



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**Parent, Family, and Community Involvement in this Plan:**

- Curriculum Night Presentation to families, September 2018
- PTA Board Meetings and General Meetings, ongoing during the school year
- Open House, March 2018
- Home and School Connections (parent conferences, classroom and school newsletters)
- Surveys (students and families)

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

**Summary of strengths or greatest progress based on the data:**

- |  |
|--|
| <ul style="list-style-type: none"> <li>• Smarter Balanced Assessment Data (Math): The percentage of our students meeting standard exceeded both school district and state percentage levels in grades 3, 4, 5 and 6; spring 2018.</li> </ul>                               |
| <ul style="list-style-type: none"> <li>• Smarter Balanced Assessment Data (Math): For students meeting standard, the percentage of students exceeding standard was greater than the percentage of students meeting standard in grades 3 and 6; spring 2018.</li> </ul>     |
| <ul style="list-style-type: none"> <li>• Washington Assessment of Science (WCAS): The percentage of our 5<sup>th</sup> graders meeting standard exceeded school district and state percentage levels, spring 2018.</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Smarter Balanced Assessment Data (Literacy): The percentage of our students meeting standard exceeded both school district and state percentage levels in grades 3, 4, 5, and 6; spring 2018.</li> </ul>                          |
| <ul style="list-style-type: none"> <li>• District Literacy Assessments (Independent Reading Levels, Comprehension): The percentage of our students meeting standard exceed school district percentage levels in grades K, 1, 2, 3, 4, and 6, spring 2017.</li> </ul>       |
| <ul style="list-style-type: none"> <li>• Smarter Balanced Assessment Data (Literacy): For students meeting standard, the percentage of students exceeding standard was greater than the percentage of students meeting standard in grades 3 and 4; spring 2018.</li> </ul> |

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

- |  |
|--|
| 1. Increase the percentage of kindergarten students meeting standard in Sight Words quarterly assessments.   |
| 2. Close the achievement gap for students on Free/Reduced Lunch across all grade levels especially in district assessments and in state standardized Smarter Balanced assessments. |
| 3. Continue to build on our building wide focus on sustaining a language-rich environment in support of student learning.  |
| 4. Our students, grades 3-6, do well overall on state standardized testing. We would like to increase the percentage of students meeting or exceeding standard.                    |

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**State Participation Rate:** 95% participation required

<b>X Area of Strength (95% or more participation)</b>	<input type="checkbox"/> <b>Area of Opportunity (less than 95% participation)</b>
If your participation rate is an <b>area of opportunity</b> , please describe your plan for increasing student participation during the school year: <div style="text-align: center; padding: 10px;">N/A</div>	

**Third Grade OSPI Literacy Expectation:**

What Percentage of Third Graders Met or Exceeded standard on the SBA ELA? <b>91% of our 3rd graders met or exceeded standard on SBA ELA, Spring 2018.</b>	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;"><b>Plan is required: YES <input type="checkbox"/> NO <input checked="" type="checkbox"/></b></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: <a href="#">Click here to enter text.</a>            Listening: <a href="#">Click here to enter text.</a> </td> <td style="width: 50%; border: none; text-align: right;">           Writing: <a href="#">Click here to enter text.</a>            Research/Inquiry: <a href="#">Click here to enter text.</a> </td> </tr> </table>		Reading: <a href="#">Click here to enter text.</a> Listening: <a href="#">Click here to enter text.</a>	Writing: <a href="#">Click here to enter text.</a> Research/Inquiry: <a href="#">Click here to enter text.</a>
Reading: <a href="#">Click here to enter text.</a> Listening: <a href="#">Click here to enter text.</a>	Writing: <a href="#">Click here to enter text.</a> Research/Inquiry: <a href="#">Click here to enter text.</a>		

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

**Grade Level Team: Kindergarten**

**Goal:** Students will increase their ability to understand grade level math vocabulary: with a focus on Geometry - Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders and spheres) measured by formative and summative assessments.

**We will measure this Formatively by:**

- Team WaKid Assessment - October
- Creating Shapes using Manipulatives (November & January)
- Observations (checklists) with student tasks in small and whole group
- Using curriculum “show what you know” (Unit Tests)

**We will measure this Summatively by**

- Team Created Assessment (April)
- Creating Shapes using Manipulatives (April)

**Action steps we will take to meet our goal:**

- In October through November we will focus on grade level standards with the goal of students understanding the numbers 1-10.
- Throughout the year we will work on grade level standards with the goal of identifying and describing shapes: square, circle, triangles, rectangles, hexagon, cube, cones, cylinders & spheres.

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

Students may use some of the following resources:

- Starfall -Math
- Think Central
- Illustrative Math
- ABCya.com

Teachers will use CD/Computer, document camera, school provided camera, internet to provide instruction and practice with:

- Shape songs
- Short videos - i.e.3 act tasks, youcubed.org, Harry Kindergarten
- Images of shapes or sets

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**Grade Level Team: 1<sup>st</sup> Grade**

**Goal:** We will increase rigor by moving students towards higher levels of thinking and discussion. Students will demonstrate knowledge of math vocabulary during discussions. If we do this effectively, students will use problem solving strategies and demonstrate persistence when problem solving during math lessons and assessments.

**We will measure this Formatively by:**

- Exit tickets with self-reflection
- Observational notes during small groups
- Create assessment using Read, Draw, Solve it.
- Problem solving assessment, Carla's Tulips, from Expressions Math Curriculum to measure higher level thinking.
- 3 unit vocabulary assessments, we will create these in google forms
- Seesaw video and or drawings

**We will measure this Summatively by:**

- Problem solving assessment, Carla's Tulips, from Expressions Math Curriculum to measure higher level thinking.
- Create and use a math vocabulary rubric to be utilized by teacher/ students.
- Read, Draw, Solve it.
- 3 unit vocabulary assessments, we will create these in google forms
- Seesaw video and or drawings

**Action steps we will take to meet our goal:**

- Meet to collaborate and share math journals, vocabulary assessments, and rubrics.
- Add to a word wall using math vocabulary words.
- Choose 3 units to focus on - Unit 3: Story Problems, Unit 5: Application of Place Value, Unit 6: Data and Comparison
- Determine questions for small groups - "How did you solve it?"
- Provide Students with sentence stems to encourage questioning during discussions

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

- Excel/ Google Sheets to track data.
- Document camera/projectors to guide whole class problem solving discussions and model skills.
- MobyMax and/or SeeSaw as a student math station.

**Grade Level Team: 2<sup>nd</sup> Grade**

**Goal:** If we model problem solving strategies (teacher examples and student samples), explicitly teach math vocabulary, and provide scaffolding and practice for higher level discussions (sentence starters, academic language), students will be able to use these problem solving strategies to demonstrate their understanding in math.

**We will measure this Formatively by:**

- Math unit pretests and quick quizzes.
- Whiteboard responses during whole class or small group math lessons.
- Math notebooks for recording vocabulary, strategies, and understandings.
- Checking for understanding in independent (workbook) pages.

**We will measure this Summatively by:**

- Math Unit post-tests.
- Unit and district math performance tasks.
- Grade 2 End of Year (Spring) Math Assessment.

**Action steps we will take to meet our goal:**

- Model problem solving strategies regularly, emphasizing the use of numbers, words, math vocabulary, and pictures to show thinking.
- Provide visuals with academic language and teach and practice math problem solving discussions.
- Use formative results to structure small group instruction for reteaching and enrichment.

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

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- Moby Max math – students proceed at their own pace and level based on assessment.
- Document camera to display student examples for class discussion.
- SeeSaw for sharing student thinking and reflecting on peer work.

**Grade Level Team: 3<sup>rd</sup> Grade**

**Goal:** Third grade students will be able to show their usage of math vocabulary, understanding of math vocabulary, and integration of math vocabulary from Expressions and Common Core through the completion of their math response journals and extended responses on end of unit assessments.

**We will measure this Formatively by:**

- Checklists to evaluate quality of extended response with use of academic vocabulary
- Performance assessment utilizing SBA-like performance tasks
- Student created vocabulary checklist for academic discussion
- SBA interim assessments
- Extended responses on daily math homework
- Extended responses on quizzes
- Code.org assessments

**We will measure this Summatively by:**

- Journal demonstrating growth in extended math responses with a focus on the vocabulary section on the rubric
- SBA math test scores
- Extended responses from unit tests

**Action steps we will take to meet our goal:**

Using the Growth Mindset philosophy lessons to identify and demonstrate the trait perseverance

- Providing modeling of math discussion techniques and strategies using sentence stems to promote critical thinking
- Providing math vocabulary lists per unit to use as a resource
- Checklist for peer discussions (releasing responsibility for independent practice)
- Peer evaluation and opportunities for elaboration of responses based on new learning
- Writing extended responses 1-2 times a week
- Completing monthly SBA-like performance assessment
- Maintenance of a math vocabulary journal

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

- Moby Max
- Code.org
- Growth Mindset teacher education webcasts
- Creation of google classroom to disseminate related educational support documents

**Grade Level Team: 4<sup>th</sup> grade**

**Goal:** We will teach students key math vocabulary, to help them read and understand multi-step word problems in mathematics. Students will use questioning and discussion techniques to solve multi-step problems. Then students will be able to explain their thinking in written form on classwork and assessments.

**We will measure this Formatively by:**

- Grading math journals, looking for key math vocabulary
- Use rubrics created by the students with teacher input
- Shared goals and rubrics with parents
- Students write a math goal, parents write a math goal for their student
- Students self-assess their work
- Students discuss key math vocabulary with peers and teacher.
- Periodic quizzes to check for understanding

**We will measure this Summatively by:**

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- Use BOY and EOY assessment.
- Use Math Expressions quizzes and tests
- Teacher created tests
- Assessment given for strategies and standards taught.
- SBA Interim assessments

**Action steps we will take to meet our goal:**

- Set up math journals
- Teach questioning strategies and language used in math discourse
- Teach how to read a problem, determining important information
- Teach key math vocabulary.
- Check for understanding through quizzes, tests, self-assessment, reflections and exit tickets.
- Students reflect and share work with parents.

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

- Google Classroom-used for assignments and resources
- Moby Max-independent math practice
- Prodigy
- Think Central-Math Expressions Common Core
- SBA Interim Assessments-assessments to monitor growth
- CODE.org

**Grade Level Team: 5<sup>th</sup> Grade**

**Goal:** We will teach students discussion and questioning techniques to help them converse with purpose and depth. Students will be able to improve their proficiency in student led discussion by using both sentence stems and student created questions.

**We will measure this Formatively by:**

- Check tallies of question usage during discussion
- Increased participation (fluency)
- Evaluating student generated questions (rubric/depth of knowledge scale)
- Sorting types of questions (depth of knowledge scales)

**We will measure this Summatively by:**

- Piece of text - create questions to start a discussion
- Discussion tally marks/recording (number of responses, types of responses, questions)
- Inner/outer circle to listen/track one other student
- Boston discussions, number talks, 3 act task, Book Clubs, Writing partners, science discussions

**Action steps we will take to meet our goal:**

- Depth of knowledge rubric
- Sentence stems
- Inner/outer circle tracking sheets
- Teach how to listen and record
- Whole class discussion tally sheet
- Question sorts for practice
- Teaching questioning strategies (talk moves, connections, depth of knowledge)
- Extension: Create questions on the fly (to determine level of thought)
- Reflection sheets (how many did you ask, how many did you come up with and ask, how many did you come up with but did not ask)

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

- Audio and video record discussions

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- Watch/listen to discussions
- Sorts and other questioning activities using Google products
- Kahoot with student generated questions
- Seesaw/Flipgrid online discussions

**Grade Level Team: 6<sup>th</sup> Grade**

**Goal:** Students will demonstrate higher level thinking skills and correct, content-specific use of vocabulary in all their core content areas (SS, ELA, science, math)

**We will measure this Formatively by:**

- Pre- and post-tests (provided in district adopted curriculum)
- Journal entries and other written work by individual students--assessed during class
- Quick quizzes--based on homework and classwork to check day-to-day understanding and application of their learning

**We will measure this Summatively by:**

- Unit test (provided in district adopted curriculum)
- End of unit projects

**Action steps we will take to meet our goal:**

- Directly teach vocabulary needed
- Teach students how to use a rubric to plan and implement a project
- Utilize small groups for differentiated instruction for students
- Collaborate during the unit to check on student understanding and make modifications

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

- Google classroom for journal entries and class interactions
- Google quizzes--give students faster feedback
- Student presentations explaining their projects--google slides, google sites

**Department Team: Learning Support**

**Goal:** If we model language rich instruction and teach key vocabulary using questioning and discussion techniques students and foster student engagement, students will be able to read (decode and comprehend) literacy rich text at, near, and above grade level. Students will be able to improve their perseverance with written language.

**We will measure this *Formatively* by:**

- Looking for key vocabulary at grade level, lower grade, and higher grade
- Use rubrics created by the students with teacher input
- Shared goals and rubrics with parents
- Students write a literacy goal
- Students self-assess their work (decoding and comprehension)
- Students discuss key vocabulary with peers and teacher.
- Periodic quizzes to check for understanding

**We will measure this *Summatively* by:**

- Use BOY and EOY assessment
- Assessment given for strategies and standards taught
- Every 6-8 weeks check progress on decoding and comprehension
- 6-8 week check for application of vocabulary

**Action steps we will take to meet our goal:**

- Teach questioning strategies and language used in math discourse
- Teach how to read a problem, determining important information
- Teach each strategy and math standard separately
- Teach key math vocabulary.

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- Check for understanding through quizzes, tests, self-assessment, reflections and exit tickets.
- Test understanding and progress every 6-8 weeks, using multi-step performance tasks.
- Students reflect and share work with parents
- Use curriculum provided by the district

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

- Google Classroom-used for assignments and resources
- Moby Max-independent practice
- Related performance tasks
- CODE.org

**Department: Library**

**Goal:** If we, as specialists, identify common core vocabulary and concepts within our disciplines; and find ways for students to understand and apply it; we are contributing to the effort of improving achievement for all students.

**We will measure this formatively by:**

Observations, questioning, discussion, exit slips, presentations, visual representation, reflections, and collaborative activities.

**We will measure this summatively by:**

Quizzes, graded projects, test scores, research projects and online test scores.

**Action steps we will take to meet our goal:**

In order to meet this goal I am working collaboratively with the other specialists to develop a plan of implementation. I will identify CCSS vocabulary and concepts that apply to the library. Plan opportunities to draw the correlation to the attention of the students.

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

Digital tools will be used to produce and publish work; interact and collaborate with peers; and gather information.

**Department: Physical Education**

**Goal:** If we as specialists identify common core vocabulary in our discipline and find ways for students to understand and apply it, we are contributing to the effort of improved achievement for all students. Students in Physical Education at Edmonds Elementary will be able to create fitness goals, have the opportunity to use problem solving skills and strategies and see the value of persistence and determination which will translate to similar skills in the classroom.

**We will measure this Formatively by:**

I will measure this formatively by the following:

- Classroom observations
- Student and Teacher questioning
- Classroom discussions
- Individual and partner reflection
- Collaborative activities

**We will measure this Summatively by:**

Students will reflect and look at both Fall and Spring Fitness Testing goals and use information from their Fitness testing results to improve their scores. Students will also demonstrate on the Fitness CBA test their knowledge of the Five Components of Fitness: Cardiorespiratory Endurance, Muscular Strength, Muscular Endurance, Flexibility and Body Composition

**Action steps we will take to meet our goal:**

In order to meet this goal, I will need to establish how I will regularly present my learning outcomes and lessons. I will make sure that my activities and lessons correlate with the stated outcomes and design effective assessments.

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

I will utilize technology by using the new Focused Fitness Welnet software purchased by the district to record and report fitness scores and exercise videos will be shown to demonstrate proper form.

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**Department: General Music**

**Goal:** If I identify CCSS vocabulary related to my discipline and find ways for students to apply it, then I will be contributing to the improved achievement for all students. Additionally, as I display posters about growth mindset and grit in my music lessons, use quick self-assessments, and give opportunities for students to explain their thinking, my students will improve their persistence and problem solving.

**I will measure this Formatively by:**

Using self-assessments (verbal, visual and occasionally written); observations during activities; student and teacher questioning; collaborative activities, individual and partner reflections; rubrics and checklists, playing/singing/written quizzes.

**I will measure this Summatively by:**

Using playing/singing/written test; using student self-reflection.

**Action steps I will take to meet our goal:**

Identify and create a list of key CCSS vocabulary I will use in each grade; create and use an effective system to record the data received from assessments; find, develop and use strategies for students to self-assess in music; plan when and what to assess for each grade; find, create or choose existing playing/singing/written quizzes and tests; find and use posters about growth mindset, problem solving and perseverance (grit).

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

Use a microphone and/or hand puppets to encourage shy students to sing; use recording apps on the iPod or laptop to record group performances to listen to for self-assessment and reflection; use pre-recorded music on iPod and through the sound system to have students show they can listen and respond to steady beat, and for examples of success criteria; use YouTube to show videos on how to persevere or problem solve in music and also as examples of what the finished project can sound like. When working on composing music with older grades use Chromebooks/Chrome Box to access, display and use music writing and music theory software.

**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>
<b>As part of progress monitoring, what are you doing to help students who are still not meeting proficiency?</b>	<ul style="list-style-type: none"> <li>• Guided instructional groups – teachers and/or Para Educators</li> <li>• Individual student assistance – teachers and/or Para Educators</li> <li>• Communication between parents, teacher, and student</li> <li>• Scaffold instruction</li> <li>• Provide additional opportunities for learning and demonstration of mastery</li> <li>• Afterschool enrichment club (based on funding source)</li> <li>• Project Based Learning</li> <li>• Use of student technology to enrich student learning and progress monitoring student growth</li> </ul>	MTI building meetings, 3x a year Ongoing progress monitoring with grade teams and building wide
<b>As part of progress monitoring, what are you doing for students who are meeting or exceeding standards?</b>	<ul style="list-style-type: none"> <li>• Guided instructional groups – teachers and Para Educators</li> <li>• Provide additional opportunities to extend learning and rigor</li> </ul>	Ongoing progress monitoring in individual classrooms

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	<ul style="list-style-type: none"> <li>• Communication between parents, teacher, and student</li> <li>• Project based learning</li> <li>• Peers teaching peers</li> <li>• Afterschool enrichment club (based on adult leadership)</li> <li>• Use of student technology to enrich student learning and progress monitoring student growth</li> </ul>	
Describe how your school addresses the physical, emotional, and intellectual safety conditions that allow for effective teaching and learning to take place.	<ul style="list-style-type: none"> <li>• We utilize a Positive Behavior Intervention Support (PBIS) program which reinforces school-wide expectations. Staff use common language to reinforce this. Reflect on PBIS and make adjustments to program, as needed</li> <li>• Building-wide continued professional development in the use of Responsive Classroom Morning Meetings</li> <li>• Explore the use of Zones of Regulation to assist tier-two level students with emotional regulation</li> <li>• Regularly practice safety drills</li> <li>• Implementation of K-3 district adopted Second Step curriculum</li> <li>• Ongoing anti-bullying initiatives including Kindness for All month of use of Steps to Respect curriculum.</li> </ul>	<p>Ongoing work</p> <p>Ongoing</p> <p>Ongoing</p> <p>Monthly</p> <p>Ongoing</p>

<b><i>Learning Opportunities Provided for Staff Specific to the School Target</i></b>	<b><i>Description of the Learning Opportunity</i></b>	<b><i>Schedule</i></b>
Whole staff learning opportunities to support the focus and intentionality of this Goal.	<ul style="list-style-type: none"> <li>• Professional development in understanding Common Core State Standards learning progression</li> <li>• Professional development in creating and sustaining a language-rich instructional environment</li> <li>• Greater understanding of Depth of Knowledge to develop learning tasks</li> <li>• Understanding and working with students of poverty – practices that work in other district elementary schools</li> <li>• Professional development in the area of Student Engagement (Danielson</li> </ul>	Ongoing throughout the school year using Building and Staff Meeting times

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	Framework 3C); Discussions/Questions (Danielson Framework 3B)	
<b>Small group, individual, voluntary learning opportunities to support the focus and intentionality of this Goal.</b>	<ul style="list-style-type: none"> <li>• Encourage the use of Collaborative Time to focus on language-rich instructional practices, student engagement, and problem solving strategies</li> <li>• Classroom visitations – in the building and possibly the district to foster communication, learning and application for instruction.</li> </ul>	<p>Ongoing collaborative discussions</p> <p>Ongoing</p>

**Action Plan for the School to Address the Third Grade OSPI Literacy Expectation:**  
**Not Applicable for Edmonds Elementary**

<b>Third Grade OSPI Literacy Expectation</b> <i>(The following information is required if less than 60% of Third Grade Students met or exceeded standards on SBA ELA)</i>		
<b>Intensive Reading and Literacy Improvement Plan</b>	<b>Description of Intervention Practices</b>	<b>Monitoring Schedule</b>
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.	<input type="checkbox"/> Use of a coach/coaches <input type="checkbox"/> Additional learning time within the School Day <input type="checkbox"/> Before and After School Programs <input type="checkbox"/> Family Involvement at School (and outside of school) <input type="checkbox"/> Targeted Professional Learning <input type="checkbox"/> Professional Learning Communities <input type="checkbox"/> Tutoring Click here to enter text.	Click here to enter text.
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?	Click here to enter text.	Click here to enter text.
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.	Click here to enter text.	Click here to enter text.