

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

School Name: Meadowdale Elementary

Year: 2018-2019

School Theory of Action/Target Area

If we, as staff, students, and community, in a growth mindset culture, continue to refine our conceptual understanding of the K-6 critical math domains and making sense of problems and persevering in solving them while engaging in meaningful mathematical experiences that allow students to solve complex math problems, explain their reasoning and engage in discussion using appropriate academic vocabulary all while using an equity lens and culturally relevant instructional strategies, then as a staff and community we will lead mathematics improvement and expect improved mathematical achievement for all students.

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

Compared to 60.75% of all tested students, 3rd-6th grade meeting standard on the math portion of the Smarter Balanced Assessment in Spring of 2018, 65% will meet standard on the math portion of the Smarter Balanced Assessment in Spring of 2019.

Opportunity/Achievement Gap:

- **Measurement/Assessment: End of Unit Math Expression Tests; Smarter Balanced Assessment**

<i>Student Group</i>	<i>Current % Successful</i>	<i>Goal % Successful</i>
All Students		
All 3rd – 6th Students on Math SBA	60.75%	65%
Comparison Group A		
Level 2 (Approaching) and Low Level 3 (Met) ELL and/or Latino Students:	Level 2 (Approaching) and Low Level 3 (Met) ELL and/or Latino Students:	80% (90 out of 112 students)
K: 23 1 st : 17 2 nd : 6 3 rd : 10 4 th : 10 5 th : 30 6 th : 16	K: 23 1 st : 17 2 nd : 6 3 rd : 10 4 th : 10 5 th : 30 6 th : 16	
Total of 112 students	Total of 112 students	

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Comparison Group B Click here to enter text.	Click here to enter text.	Click here to enter text.

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
- Graduates Who Are Ready for Life

Specific Commitment Focus Key Performance Indicators:

- Students meeting or exceeding grade-level standards in math and growth over time
- % of staff engaged in equity and inclusive classroom practices professional development
- % of staff trained in highly effective practices for engaging students

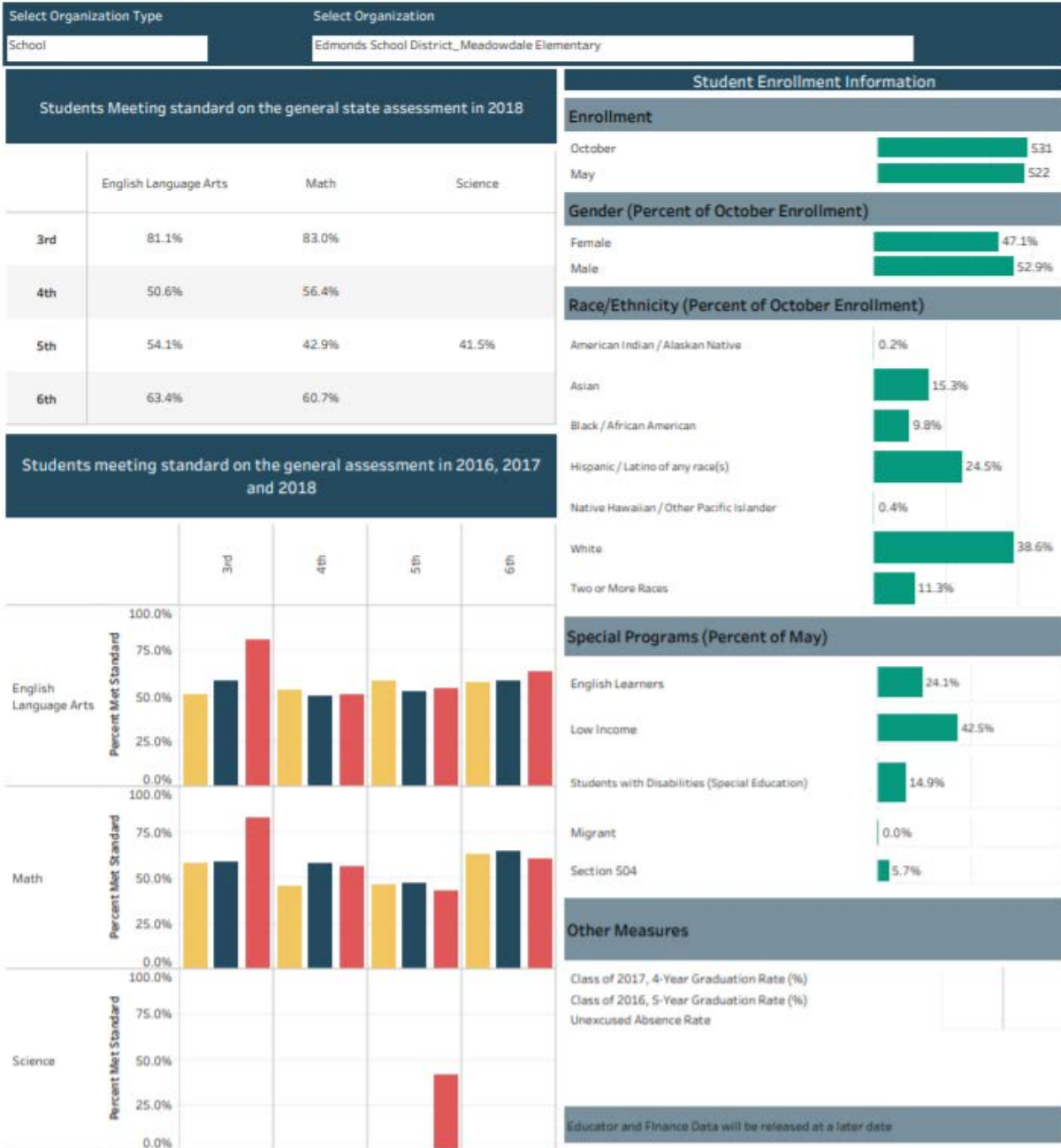
School Vision/Mission:

Meadowdale Elementary provides consistently high expectations for academics, behavior, and social/emotional growth to prepare our students for middle and high school, college and career, and to be productive members of a global community. Our curriculum and teaching strategies, based on the most effective researched practices, are rigorous, purposeful, and driven by student data.

School Demographics:

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[Click here for additional information on the status of our Report Card redesign, and what is coming next](#)



Parent, Family, and Community Involvement in this Plan:

- Share SIP with parent club and ask for feedback
- SIP focused math nights for families by grade levels
- Ask Equity Team for input
- Post SIP on school web-site

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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 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 type="checkbox"/> Classroom Assessments | <input type="checkbox"/> Attendance Data | <input type="checkbox"/> Other: |

Summary of strengths or greatest progress based on the data:

• In Kindergarten, 72% At or Above on the DIBELS Composite
• In 3 rd , 83% At or Above on the Benchmark Spring Assessment
• In 3 rd , 83% of all students passing the Math SBA
• In 3 rd , 81.1% of all students passing the ELA SBA
• In 5 th , 83% At or Above on the Benchmark Spring Assessment

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

• In Kindergarten, 63% (10 out of 16) of Hispanic students Below on the DIBELS Composite
• In 1 st , 82% (9 out of 11) of Hispanic students Below or Approaching on Independent Reading Levels
• In 2 nd , 70% (14 out of 20) of Hispanic students Below or Approaching on Independent Reading Levels
• In 3 rd , 70% (9 out of 13) of Hispanic students Below or Approaching on Independent Reading Levels
• In 4 th , 89% (16 out of 18) of Hispanic students Below or Approaching on Benchmark Reading Assessment
• In 4 th , 56.4% of all students passing the Math SBA
• In 5 th , 36% (5 out of 14) of Hispanic students Below or Approaching on Benchmark Reading Assessment
• In 5 th , 42.9% of all students passing the Math SBA
• In 6 th , out of 2 out of 3 classrooms, 50% (8 out of 16) of Hispanic students Below or Approaching on Benchmark Reading Assessment
• In 6 th , 60.7% of all students passing the Math SBA

State Participation Rate: 95% participation required

<input type="checkbox"/> 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: We had over 95% of 3 rd graders participate	

Third Grade OSPI Literacy Expectation:

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What Percentage of Third Graders Met or Exceeded standard on the SBA ELA? 81.1%	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 type="checkbox"/> NO <input checked="" type="checkbox"/>
If a plan is required for your building, add in your Third Grade SBA Claim Report Data (percentages met) below: Reading: Click here to enter text. Listening: Click here to enter text.	
Writing: Click here to enter text. Research/Inquiry: Click here to enter text.	

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

Grade Level/Department/Team: Kindergarten

Identified group of target students:

- 23

Assessment data used to identify target group:

- Fall WaKIDS

Classroom strategies will be used to move target students forward:

- Pull out math/guided math group lead by teacher; hands on math activities; specially designed instruction at their level

Family engagement strategies to move target students forward:

- Conferences with parents; modeling math skills/games for use at home; grade level math meeting for parents; homework for students

Student Learning Goal:

- Students will improve their counting and cardinality skills as measured by teacher created CCSS math assessments.

What tracking tools will be used to know the target group is moving forward:

- Students will be identified using Fall WaKIDS data and will be monitored for progress using Unit Tests.

We will measure this goal formatively by:

- Students will be assessed using teacher created math assessments, checklists and observational data.

We will measure this goal summatively by:

- Students will be measured using Unit Tests and Performance Assessments.

Grade Level/Department/Team: 1st Grade

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Identified group of target students:

- 17

Assessment data used to identify target group:

- First grade missing addend story problem assessment

Classroom strategies to move target students forward:

- Small groups
- Targeted accommodations
- Meaningful math strategies
- Peer collaboration

Family engagement strategies to move target students forward:

- Family math night
- Parent volunteer pull outs
- Family letters
- Math Strategy page

Student Learning Goal:

- Students will be able to use math strategies and math language when solving addition and subtraction problems within 20.

What tracking tools will be used to know the target group is moving forward:

- Story Problem assessment
- Unit assessments

We will measure this goal formatively by:

- Observations of student conversations
- Math journals
- Record student thinking

We will measure this goal summatively by:

- Unit assessments
- Quick quizzes
- Performance tasks

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Grade Level/Department/Team: 2nd Grade

Identified group of target students:

- 6

Assessment data used to identify target group:

- Beginning of the year indicators - beginning of the year assessments, math facts, ELL input, title input, and observational notes

Classroom strategies to move target students forward:

- Small groups
- Student conferences
- GLAD strategies
- Structured and scaffold discourse
- Variety of manipulatives to scaffold solving problems
- On-line strategies (Moby Max)
- Redirection/re-teaching
- Math games/exercises

Family engagement strategies to move target students forward:

- Family Math Nights
- Family Math Letters
- Parent Conferences
- Share Feedback and Data

Student Learning Goal:

- M.2.1 OA Use addition and subtraction within 100 to solve one and two step word problems involving situation of adding to, taking from, putting together, taking apart, and comparing , with unknowns in all positions, ex. by using drawings and equations with a symbol for the unknown number to represent the problem.

What tracking tools will be used to know the target group is moving forward:

- Formative classroom assessments
- Exit tickets
- Student written story problems
- Quizzes
- Observational data

We will measure this goal formatively by:

- Observation of student responses during discussions
- Recording student thinking
- Student self-assessment

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- Math conferences with student
- Math journals
- Entry and exit slips

We will measure this goal summatively by:

- Pre and post tests
- Quick quizzes
- Performance tasks
- Highly Cognitive Demand Tasks

Grade Level/Department/Team: 3rd Grade

Identified group of target students:

- 10

Assessment data used to identify target group:

- End of the Year 2nd Grade Place Value Assessment
- 2nd Grade EOY District Supplied Assessment

Classroom strategies to move target students forward:

- One-on-one instruction
- Small group math conference
- Daily HW and assignments
- Morning warm-up activities
- Expressions quick quizzes
- Exit tickets
- Math notebooks
- Online math tools

Family engagement strategies to move target students forward:

- Math night
- Mobymax @ home for reading, math and writing,
- Links on webpages
- Family advocate liaison
- Email communication
- Newsletters
- Progress reports
- Homework

Student Learning Goal:

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- The students will be understanding and processing problem solving across multiple math content areas. Students will learn strategies for reading, interpreting, equation writing, and solving multi-step and multi-task word problems. The students will be continually challenged by increasingly more complex reading levels and computations.

What tracking tools will be used to know the target group is moving forward:

- District based assessment, online comprehension reports, IAB and interim assessments, formative & summative assessments, informal daily assessments, observations, anecdotal notes, and daily student work

We will measure this goal formatively by:

- Checklists, journals, classroom discussions, exit tickets, quick checks, running records, word problem strategies/graphic organizers, observations, anecdotal notes, observations

We will measure this goal summatively by:

- IAB and interims, SBA, Math expressions unit assessments and quizzes, BOY assessments, CBAs, one-on-one conferences

Grade Level/Department/Team: 4th Grade

Identified group of target students:

- 10

Assessment data used to identify target group:

- SBA Summative Math

Classroom strategies to move target students forward:

- Small group instruction
- After school program

Family engagement strategies to move target students forward:

- Math Night
- Personal invitations

Student Learning Goal:

- Target students will show growth in their ability to decompose and solve multi-step word problems, including being able to determine the operation(s) needed to solve the problem.

What tracking tools will be used to know the target group is moving forward:

- One-on-one conferences
- Homeroom

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We will measure this goal formatively by:

- SBA IAB and Performance Tasks
- Exit tickets for each lesson
- Unit tests
- Getting ready for the SBA Expressions test

We will measure this goal summatively by:

- SBA summative
- District provided end-of-year

Grade Level/Department/Team: 5th Grade including 4/5 split class

Identified group of target students:

- 30

Assessment data used to identify target group:

- 4th grade SBA scores

Classroom strategies to move target students forward:

- Wednesday after school mathematics lab for targeted students
- Engaging Learning support with pull-out and push-in support
- Coordinating with learning support regarding student learning and concepts to be covered

Family engagement strategies to move target students forward:

- Provide an after school tutoring program for struggling math students for an unlimited period of time. We have also arranged transportation for students who are in need for our after school program (Move 60 bus)

Student Learning Goal:

- By creating and fostering a growth mindset environment in the classroom and working to educate and empower parents and guardians to create a similar environment at home, students will be able to positively assess and work to correct any deficiencies that exist in their mathematical foundation. This will be done through individual success plans that meet the varying needs of students and allows for students to realize and persevere in solving and correcting mistakes with a continual expectation of precision. The paramount focus will be to enable students to understand and perfect their ability to compute fluently with rational numbers in multiplication and division using standard algorithms and mental math techniques. CCSS Math Standard 6.NS.2.

What tracking tools will be used to know the target group is moving forward:

- IAB tests, quick quizzes, unit tests, common core assessment tests, Moby Max, and Khan Academy

We will measure this goal formatively by:

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- Quick quizzes, Unit tests, IAB assessments

We will measure this goal summatively by:

- SBA interim math assessments, Moby Max and/or Khan Academy placement tests
-

Grade Level/Department/Team: 6th Grade

Identified group of target students:

- 16

Assessment data used to identify target group:

- SBA Summative Math

Action steps we will take to meet our goal:

- Khan Academy, direct instruction, small intervention groups, math workshop, differentiated instruction, and partner work
- Monitor and adjust based on student progress
- Use of monthly formative assessments
- Small group with specific focus

Family Engagement Strategies to move target students forward:

- Curriculum night
- Math nights
- Paving the way to successful and purposeful mathematical dialogue and discourse at school and at home

Student Learning Goal:

- By creating and fostering a growth mindset environment in the classroom and working to educate and empower parents and guardians to create a similar environment at home, students will be able to positively assess and work to correct any deficiencies that exist in their mathematical foundation. This will be done through individual success plans that meet the varying needs of students and allows for students to realize and persevere in solving and correcting mistakes with a continual expectation of precision. Additionally we will be more intentional and proactive in identifying and empowering students who have had adverse childhood experiences, this will enable these students to desire and achieve success. The paramount focus will be to inspire students to understand and perfect their ability to compute fluently with rational numbers in multiplication and division using standard algorithms and mental math techniques. CCSS Math Standard 6.NS.2.

Tracking Tools to be used:

- Khan Academy with specific assignments given
- Use of formative monthly assessments
- SBA IBAs scores

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We will measure this formatively by:

- Math Expressions sixth grade beginning of the year test
- Khan Academy
- Moby Max
- SBA IBAs
- Progress monitoring
- Computer activities
- Communication with peers
- Evaluating everyday math problems
- Math journals

Our summative measures for this goal are:

- SBA tests
- Unit tests
- Formative tests
- Demonstration of math fluency in problem solving with the standard algorithms

Grade Level/Department/Team: Intermediate Learning Support and ELL Team

Identified group of target students:

- Will support as many of the targeted kids in K-6 as identified above who qualify for LS and/or ELL services

Assessment data used to identify target group:

- Used data from gen ed assessments

Action steps we will take to meet our goal:

- Our team will meet to design a kid friendly rubric to measure their progress.
- Create posters with translations to native language
- Model the use of proper academic terms while working with our small groups. Our team will work together to inform our families of the importance of math vocabulary terms.
- We will meet as a team to collaborate around program planning to identify and connect curriculum and opportunities for supporting
- Our groups are designed such that individual students have a portion of time each day with a certificated teacher or trained para who can deliver individually focused instruction to close their gap of understanding.

Family Engagement Strategies to move target students forward:

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- Support Gen Ed after school programs
- Support Gen Ed academic nights such as Math Nights

Student Learning Goal:

- Students will recognize and demonstrate understanding of grade level academic vocabulary in mathematics as referenced in the CCSS for mathematics.

Tracking Tools to be used:

- Our students access chromebooks weekly as a part of our specialized math instruction, during which time students have the opportunity to demonstrate their growth and learning of math vocabulary. During math and ELL groups throughout the year students will use programs such as MobyMax, Khan Academy, Imagine Learning and Ten Marks. When students encounter math vocabulary that is unfamiliar, we will teach them to use Read Write as a tool to access and learn new words.

We will measure this Formatively by:

- Math exit tickets
- Classroom discussions
- Classroom anecdotal feedback
- Problem Solver questions
- MobyMax Math or Ten Marks or Khan Academy or Xtra Math (depending on teacher)
- Expressions Grade Level Unit Tests

We will measure this Summatively by:

- Fall, Winter, and Spring DIBELS Math
- Fall, Winter, and Spring, Smarter Balanced Assessment Math Interim Tests (SBA Math Performance Task) (3rd-6th grades)
- Fall, Winter, and Spring Expressions CBA Grade Level Assessments

Grade Level/Department/Team: Intensive Support Team

- Primary 1st-3rd: Janissa Doerscher & Intermediate 4th-6th: Kelly Hui.

Identified group of target students:

- Students participating in the WA-AIM (3rd-6th).

Assessment data used to identify target group:

- Teacher-created worksheets using OSPI guidelines/criteria for the WA-AIM.

Classroom strategies to move target students forward:

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- 1:1 instruction, small-group instruction, practice activities based on the worksheets and objectives, generalization, hands on activities.

Family engagement strategies to move target students forward:

- Parent-teacher conferences, Math Night, Curriculum Night, Multicultural night, providing communication in other languages (Language Line and/or printed materials), utilizing parent chaperones on field trips, IEP meetings, sending homework/practice activities.

Student Learning Goal:

- The students participating in the WA-AIM (3rd-6th) will strive for a level 2 or higher.

What tracking tools will be used to know the target group is moving forward:

- Teacher-created data sheets.

We will measure this goal formatively by:

- Progress monitoring, varying and modified WA-AIM worksheets.

We will measure this goal summatively by:

- Worksheets based from the OSPI guidelines and criteria.

Grade Level/Department/Team: Specialists (P.E., Library, Music) Team

Physical Education:

Identified group of target students: Kindergarten classes

Classroom strategies to move target students forward: I will use positive reinforcement and show different evaluations for each class to figure out new ways and activities that we can do to help with counting. Pull out high students to help with low students to help with counting jumps with a jump rope, how many times they can jump over a jump rope that will be laid on the floor.

Family engagement strategies to move target students forward: Get in touch with classroom teachers and send little assignments home for parents to work with students who are struggling with counting how many jumps they can do with a jump rope.

Student Learning Goal: Kindergarten students will improve in their counting skills by using the PE WaKIDS assessment

Action steps we will take to meet our goal:

- PLC team work
- Class discussions
- Peer discussions
- Collaboration among the specialists, classroom teachers

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We will measure this goal formatively by: The students will be tested three times throughout the year to see growth during each assessment. One pretest in September, a couple formative assessments in the middle of the year, and a summative assessment at the end of the year to see growth. Instructional strategies will routinely incorporate practice in marching, skipping, galloping, running, hopping and jump rope activities.

We will measure this goal summatively by: I will use the WaKIDS assessment paperwork each time tested to see how the students improve throughout the year and will put it into a document for each student. My PLC group will meet once a month to review how the assessments and activities we are doing are working to show the students progress.

Music with 3rd grade emphasis:

Student Learning Goal:

- Students will demonstrate an understanding of simple addition, subtraction, and multiplication applied to rhythmic equations, reading, and composition
- Students will demonstrate improved understanding of these concepts through teacher facilitated question and answer techniques in whole-class and student-to-student interactions.

I will measure this Formatively by:

- Students will take a pre-test and mid-unit note-value “equation” test, using the same rhythmic assessment tool, graded using #1-4.
- Students will compose rhythmic compositions in their composition packet, sequentially learning more advanced note-value combinations.

I will measure this Summatively by:

- Students will take the same assessment used for the pre- and mid-unit note-value “equation” formative assessments, and show improvement by moving up at least one grade value, using #1-4 scale.
- Students will complete the final rhythmic composition in their packet, demonstrating a working knowledge of various note-values and meter, earning 3 or 4 out of a 1-4 grading system.

● **Actions steps we will take to meet our goal:**

- Weekly “Rockin’ Rhythm Rap” exercises on the white board.
- Weekly 5-minute rhythm math problems completed and discussed as a class from index cards submitted by students.
- Composing and performing rhythm patterns in duple and triple meter from their rhythm packets.
- Ms. Estes will study and apply question/answer technique using a packet of instructional ideas on the topic.

As part of progress monitoring, what are you doing to help students who are still struggling?

Start watching

- One-on-work tutoring in the classroom based on observation and formative assessments.
- Encourage another student to explain the concept in a peer-tutoring fashion.

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- Use whole-class and peer-to-peer Q/A techniques, highlighting the concepts that are difficult for struggling students.

As part of progress monitoring, what are you doing for students who are meeting or exceeding standards?

- Formative and summative assessments will include advanced test items for bonus points.
- Students may choose simple, short rhythmic compositions or more advanced, longer compositions to notate and perform.

Library with 5th grade students:

Classroom strategies to move target students forward:

- A variety of instructional strategies to teach decimals in order to identify and locate nonfiction books that have call numbers based on the Dewey Decimal system. Strategies include BrainPopJr movie about library nonfiction sections; BrainPop video and unit of practice activities on Decimals; practice ranking decimal numbers in order; decimal Bingo game; matching game; and locating books in the library using nonfiction call number flash cards; playing online games about the Dewey Decimal system.

Family engagement strategies to move target students forward:

- The librarian and parent volunteers coordinate with the family engagement liaison to promote the Book Fair during multicultural week in May. We will include activities and book displays that promote the decimal call number system for nonfiction books for sale at the Book Fair.

Student Learning Goal:

- CCSS Math Standard 4.NF.C.7 Compare two decimals to hundredths by reasoning about their size.

What tracking tools will be used to know the target group is moving forward:

- Performance on the many practice activities listed in the classroom strategies section above. Use pre-test and post-test tools to show progress.

We will measure this goal formatively by:

- Examining student performance results on the Bingo game, ranking practice sheets, and matching games listed above in classroom strategies.

We will measure this goal summatively by:

- Use BrainPop Quiz on Decimals and analyze scores.

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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>
As part of progress monitoring, what are you doing to help students who are still not meeting proficiency?	See grade level goals above	See grade level goals above
As part of progress monitoring, what are you doing for students who are meeting or exceeding standards?	See grade level goals above	See grade level goals above
Describe how your school addresses the physical, emotional, and intellectual safety conditions that allow for effective teaching and learning to take place.	See below	See below

Describe how your school addresses the physical, emotional, and intellectual safety conditions that allow for effective teaching and learning to take place:

<p>Universal Program</p> <p><i>SLE that allows most students to be successful</i></p>	<p>Meaningful student voice</p>	<ul style="list-style-type: none"> • Student Leadership Team
	<p>Shared staff beliefs and behavior (including language)</p> <ul style="list-style-type: none"> • Adult beliefs that all kids can and want to learn • Adult behavior that demonstrates a shared purpose and goal. 	<ul style="list-style-type: none"> • School Mission Statement: <i>Meadowdale Elementary provides consistently high expectations for academics, behavior, and social/emotional growth to prepare our students for middle and high school, college and career, and to be productive members of a global community. Our curriculum and teaching strategies, based on the most effective researched practices, are rigorous, purposeful, and driven by student data.</i> • Behavior Matrix • My Job/Your Job Language <p>Plus we will continue all existing school-wide structures in Meadowdale’s Character Education program which are:</p> <ul style="list-style-type: none"> • Explicit teaching and modeling of Lifelong Learning Skills including respect, responsibility, cooperation, problem solving/decision making, independent work habits and reflection/self-awareness • Eagle Pride Assemblies

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		<ul style="list-style-type: none"> • MDE Jobs Program • Cool Kid awards • Meeter Greeter Program column led by counselor (tour guides for new students) • Respect for All Week • 5th/6th grade Student Leadership Team • Morning Meetings • Explicit teaching and re-teaching of school procedural expectations, social skills and positive interactions between student-teacher, and between students throughout the year • School wide bullying prevention efforts including classroom guidance presentations
	<p>Clearly communicates and visually displays core expectations for students and staff</p>	<ul style="list-style-type: none"> • Behavior Matrix posted in each room and in common areas • Explicit modeling and teaching of behavioral expectations outlined on behavior matrix
	<p>Clear consistent discipline program that includes positive recognition of core expectations and clear natural consequences for violations</p>	<ul style="list-style-type: none"> • Clear discipline plan can be found in our staff handbook • Use of Intervention Room • Use of Discipline Reports school-wide • Restitution for violations of school conduct • Close tracking of absences and tardies • See second section about positive recognition
	<p>Data based decision making for changes in core environmental expectations and support</p>	<ul style="list-style-type: none"> • Monthly BLT meetings • Use of School-wide Information System (SWIS) and Skyward data • Use Lifelong Learning Skills report card data

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	High quality teaching and core curriculum	<ul style="list-style-type: none"> • Use of Second Step and Steps to Respect Curriculum • Use of Benchmark Literacy Program • Use of Math Expressions Program • Use of Hand Writing Without Tears and Lucky Caulkins Units of Study • Grade level team meetings for collaboration and curriculum planning
Targeted Program <i>SLE that targets specific students struggling to feel safe or supported in the universal program</i>	Specialty programs that consider the inclusion of minority populations	<ul style="list-style-type: none"> • Use of Steps to Respect and Second Steps Curriculum • Use of Benchmark Literacy Program • Use of Math Expressions Program • ELL Cert pull out/push in groups
	Support for students with struggles in the discipline program	<ul style="list-style-type: none"> • Use of Intervention Room • Counselor referrals • Morning meetings • Study hall when possible • Jobs Program
	Counseling groups for identified needs (loss, divorce, anger)	<ul style="list-style-type: none"> • Counselor does this on as needed basis
	Academic support for groups of struggling learners or enhancement for gifted students	<ul style="list-style-type: none"> • MTI process • LS double dose groups • Guided Reading Groups • Intervention Blocks and differentiated instruction • Walk-to-read programs (primary) • Math Olympiad
	Adult mentors for groups of students with	<ul style="list-style-type: none"> • Watch Dog Dad Program • 8th grade tutors program • Big Brothers/Big Sisters when possible • High School volunteers when possible

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	shared need for support	<ul style="list-style-type: none"> • Parent led volunteer activities (i.e. campus clean up)
	Data based decision making to identify students for Targeted Programs	<ul style="list-style-type: none"> • MTI process • Problem Solving Team • Multidisciplinary Team
Individualized Program <i>SLE that intensifies support for students who do not respond or need more support than Targeted Programs provide</i>	Individualized extended learning opportunities for students who need more	<ul style="list-style-type: none"> • MTI process • LS double dose groups • Guided Reading Groups • Imagine Learning for targeted students
	Weekly or daily supportive relationship with an identified adult mentor	<ul style="list-style-type: none"> • Weekly meetings with counselor for students with intensive needs
	Specific individual behavior contract, plan or placement	<ul style="list-style-type: none"> • Done on an as needed basis • Dedicate para time as needed
	Data based decision making to identify students for Individualized Programs	<ul style="list-style-type: none"> • MTI process • Problem Solving Team • Multidisciplinary Team • SWIS/Skyward data review • WaKIDS data

<i>Learning Opportunities Provided for Staff Specific to the School Target</i>	<i>Description of the Learning Opportunity</i>	<i>Schedule</i>
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 School Improvement Planning Process
Each Student Learning, Every Day!

<p>Whole staff learning opportunities to support the focus and intentionality of this goal.</p>	<p>During staff meetings, grade level collaborative time, and designated non-student building and collaborative opportunities, teachers will engage in learning around their grade level CCSS Math standards and best instructional math practices and culturally responsive teaching practices.</p>	<p>Staff Meetings – 2x/month; Designated building non-student days</p>
<p>Small group, individual, voluntary learning opportunities to support the focus and intentionality of this goal.</p>	<p>During grade level collaborative times and designated non-student collaborative opportunities, teachers will engage in learning around culturally responsive teaching practices and their grade level CCSS Math standards and best instructional practices as well in order to plan for instruction, assess learning, and differentiate for sub-groups of students.</p>	<p>Collaborative time during staff meetings and as designed by grade levels</p>

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

<p style="text-align: center;">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)</p>		
<p>Intensive Reading and Literacy Improvement Plan</p>	<p>Description of Intervention Practices</p>	<p>Monitoring Schedule</p>
<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"> <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 <p>Click here to enter text.</p>	<p>Click here to enter text.</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>Click here to enter text.</p>	<p>Click here to enter text.</p>
<p>Describe your Targeted Family Engagement Plan (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>Click here to enter text.</p>	<p>Click here to enter text.</p>