

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

School Name: Seaview Elementary

Year: 2018-2019

School Theory of Action/Target Area

If we, Seaview Elementary Community, continue to refine our conceptual understanding of the K-6 Priority Standards, specifically focusing on Math Practice Standards 5-8

- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

within a growth mindset culture (2b), increase student engagement (3c) 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 67% of tested students meeting standard on the math portion of the SBA , in spring 2017, 75% of tested students will meet standard on the SBA Math Assessment

Opportunity/Achievement Gap:

- **Measurement/Assessment:** Compared to 67% of tested students meeting standard on the Math portion of the SBA in spring 2018, 75% of tested students will meet standard on the Math portion of the SBA in spring 2019.

<i>Student Group</i>	<i>Current % Successful</i>	<i>Goal % Successful</i>
All Students Students not EL	67%	75%
Comparison Group A EL Students	56% (14/25)	64% (16/25)
Comparison Group B All students	67%	75%

Commitment Focus Areas:

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

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

- 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 (2nd grade math and state assessment grades 3 and up) and growth over time.

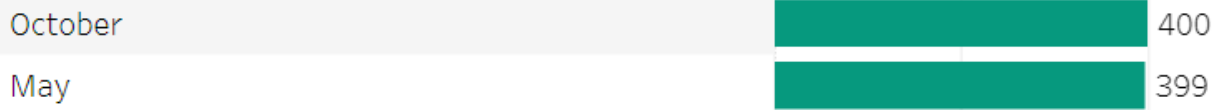
School Vision/Mission:

Seaview School is committed to developing leaders to **S.W.I.M.** on their own. **S-** Strive for Success **W-** Work together, **I-** Inspire Others, **M** – Make a Difference.

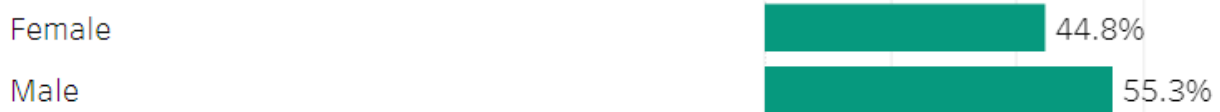
School Demographics:

Student Enrollment Information

Enrollment

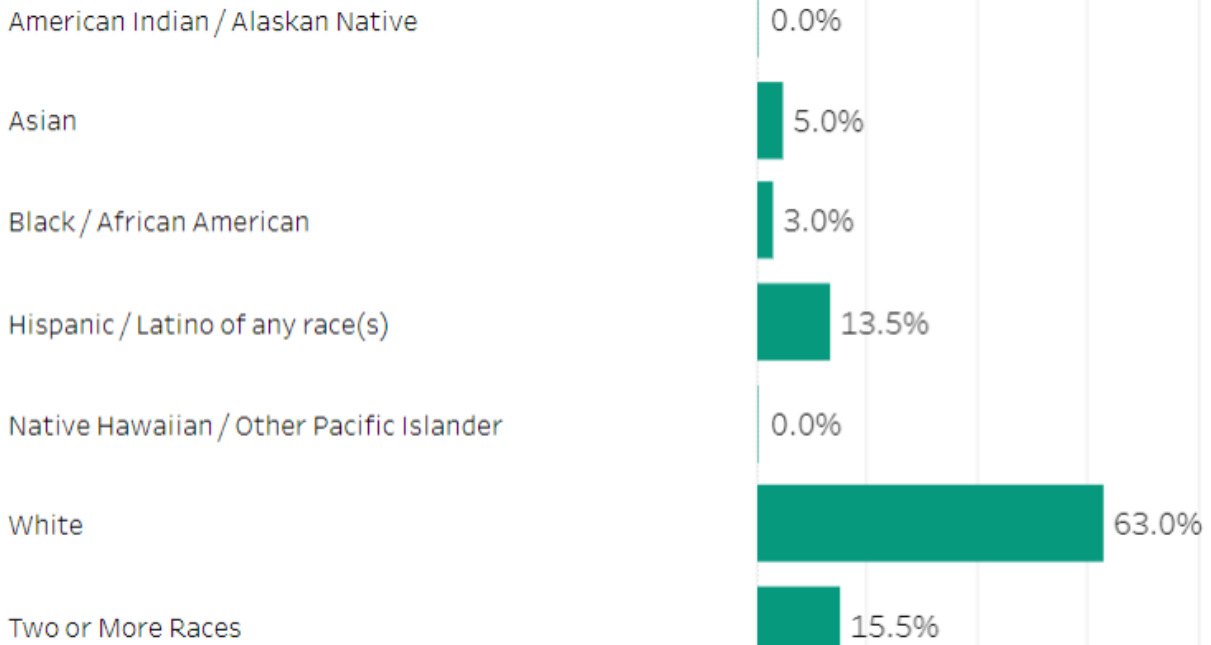


Gender (Percent of October Enrollment)

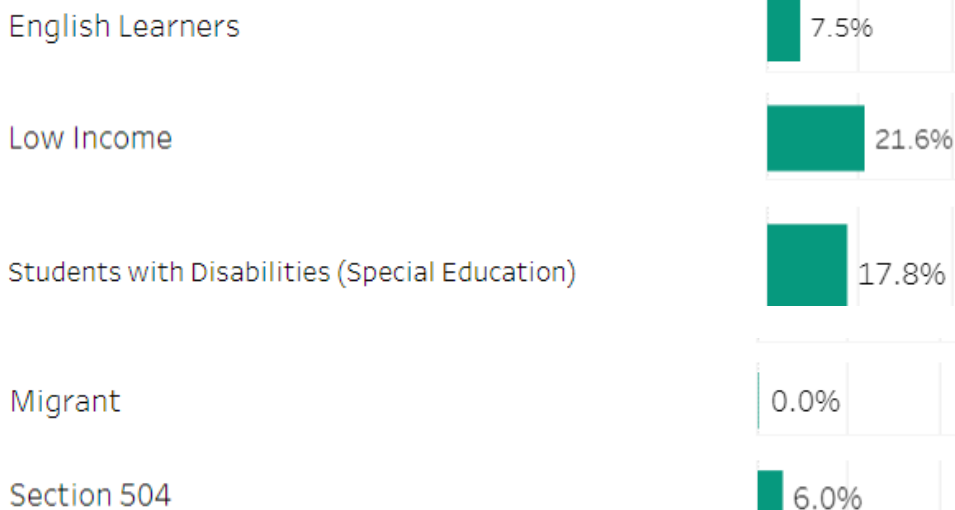


Edmonds School District
School Improvement Planning Process
Each Student Learning, Every Day!

Race/Ethnicity (Percent of October Enrollment)



Special Programs (Percent of May)



Parent, Family, and Community Involvement in this Plan:

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

At Seaview we have regular communication from classroom teachers via email and newsletters regarding related work with specific activities for Math growth creating a home-school connection. Academic events during and in the evening also provided an academic focus supporting our school SIP and for sharing information with our families and community. We will present our 2018-19 SIP to our active PTA that is involved in providing feedback and making recommendations. At this meeting they are able to ask questions and provide feedback. As part of our Leader in Me work we have also established an Instructional Lighthouse Leadership Team that is made up of staff and parents. This team provides feedback to staff and communicates to the community related to our Leader in Me work and the integration to school wide goals.

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 type="checkbox"/> District Assessments | <input type="checkbox"/> CTE Industry Certification | <input type="checkbox"/> Student Perceptual Data |
| <input 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:

- | |
|--|
| • 67.2% of 5 th grade students met Standard on the SBA ELA |
| • 76.3% of 5 th grade students met Standard on the SBA Math |
| • High measures of growth for our ELL students in Math |
| • Shared vision among staff members centered on SEL using Second Step and Responsive Classroom Resources |

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

- | |
|---|
| • 56% of EL students met or exceeded standard on the SBA Math |
| • 67% of all students not EL met or exceed standard on the SBA Math |
| 33% of EL students met standard in SBA ELA |
| • Click here to enter text. |

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)
If your participation rate is an area of opportunity , please describe your plan for increasing student participation during the school year: N/A	

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

Third Grade OSPI Literacy Expectation:

What Percentage of Third Graders Met or Exceeded standard on the SBA ELA? 61.3%	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. Writing: Click here to enter text. Listening: 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: Julie Greathouse, Kristina LaBore, Amy Rust LAP: Tesa Gagliardi

Student Learning Goal:

I am going to implement *Phonological Awareness Lessons* using *95% Group* to increase student engagement and increase academic growth for all students in my classroom.

We will measure this Formatively by:

- Daily/weekly learning goals displayed.
- Questioning during the “We do and You do” portion of each lesson.
- Use examples of strong and weak work
- Offer regular descriptive feedback
- Guide students to self-assess
- Break learning into more manageable chunks for students.
- Guide students to focused revision (Let students practice revising their work)
- Engage students in self-reflection and let them share their learning.
- Entrance slips (can be oral).
- Students signal whether they understand a concept (thumbs up or down)
- Observational notes
- Anecdotal notes
- Checklist of skills mastered
- One on one conferences
- Kids Nutshell learning (explain what they learned) at end of each lesson
- Exit slips (can be oral)

We will measure this Summatively by: Phonological Awareness Screener Intervention (PASI) and/or DIBLES Observations and questioning in the “We Do” and “You Do” portion of each phonological awareness lesson.

Action steps we will take to meet our goal: We will meet bi-monthly as needed.

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

1. Use Aversion to do the “We Do” and “You Do” portion of each lesson.
2. Observe for transfer of learning when using online reading programs.

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

3. Use of the computer as a collaborative tool in team meetings.

Grade Level/Department/Team: First Grade: Tricia, Sean, Brian

Student Learning Goal: This year our focus will be on learning additional instructional strategies and practices with the emphasis on Criterion 1 (2.b and 3.c) that will increase student engagement and student choice in all content areas. I will measure the improvement of levels of engagement with all students in my classroom group of first graders.

We will measure this Formatively by:

Visual: Thumbs up, student feedback

Verbal: whole group discussions, small group, 1:1 conferences

Artifacts: data from daily work, lesson plan analysis, collect observational engagement data, student surveys, collect walkthrough feedback, take notes on noticing's and observations in various subject areas, include lesson plans that show intentional engagement strategies and their outcomes.

We will measure this Summatively by: Math pre and post- tests, mid-year and end of year assessments.

Action Steps and Strategies we will take and use to meet our goal: Our team will meet regularly to engage in the Inquiry Cycle: Plan, Do, Implement, Reflect centered on our instructional strategies, using **Engaging Academics and Academic Choice**.

-share collaboration notes over time from our collaborative meetings with plans to implement in our classrooms

-Use parents to run small group stations to better meet the needs of high and low readers and to challenge students in math

-Include copies of lesson plans that intentionally focus on student engagement strategies we are learning about, trying out and their results

-Share observational engagement data collected from each other via walkthroughs

Technology: This is how we will use technology to meet our goal: We will use our document camera to model strategies and let students share their work with others. We will use a variety of online resources including but not limited to: Razkids, IXL, Code, Think Central, abcya!

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

Grade Level/Department/Team: 2nd Grade Team – Jana Cuenca, Tanya Farrow & Kristie Terwilliger

Student Learning Goal: This year our focus will be on learning additional strategies and practices with emphases on Second Step and our Social Emotional Curriculum to increase student engagement and increase academic and social emotional growth for all students in our grade level.

We will measure this Formatively by:

Verbal: whole group discussions, role play and 1:1 conferences and discussions.

Artifacts: student self-assessment/survey, anecdotal notes, homework and class assignments, lesson plans that emphasize group and partner work that increase student engagement.

We will measure this Summatively by:

Pre-test and post-test of the 2nd Step assessment.

Student self- assessment and reflection.

Action steps we will take to meet our goals:

Our team will meet weekly to engage in the Inquiry cycle: Plan, Do, Implement, Reflect centered on our instructional strategies and practices of Second Step.

We will:

- *Collaborate on ideas and ways to implement social emotional learning in our classrooms.
- *Implement and create lesson plans that will intentionally focus on student engagement within the social emotional lessons.
- *Include strategies and new learning with families via homework activities and the weekly newsletter.
- *Share data collected with each other during our weekly planning meeting.

Technology – This is how we will utilize technology to meet our goal.

We will use the Second Step website and our doc camera to display pictures from the program to generate discussion and to use for the assessments.

We will use a variety of online resources.

We will show short videos on the large format display to emphasize or show examples of different strategies that are being taught in the social emotional curriculum.

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

Grade Level/Department/Team: Third Grade and Third/Fourth Split

Goal: Between the months of October 2018 and May 2019, the third grade and 3-4 split team of Cavallon, Lowery, and Mustach will meet 2x a month to track progress and discuss strategies and next steps related to differentiating instruction and increasing engagement in math to meet the needs of all students.

We will measure this Formatively by: The use of exit tickets, observations, verbal responses, non-verbal responses – gesturing of thumbs up, I agree, etc., and progress with use of technology math websites.

We will measure this Summatively by: Growth shown between unit pre and post-tests and accurate fact fluency.

Action steps we will take to meet our goal: We will meet collaboratively 2x month to discuss student progress, growth and next steps for achieving math goals. We will use the Math Expression math curriculum including differentiation cards, as well as supplementary resources to teach and practice fact fluency. We will meet with guided math groups to differentiate instruction to meet student needs.

Technology-

Xtramath.com

IXL

Moby Max

Grade Level/Department/Team: 4th grade, Mitzi & Anna

Student Learning Goal:

We will increase student engagement by using Responsive Classroom strategies.

We will measure this Formatively by:

-plan book

-teacher observation

We will measure this Summatively by:

Teacher created student survey

Action steps we will take to meet our goal:

We will read The Morning Meeting book and implement strategies for Greetings, Sharing, Activity and Morning Message that create both student engagement, communication skills and community in the classroom.

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

We will use the Responsive Classroom website as a resource.

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

Grade Level/Department/Team: Jamie Perry (gr 6), Catherine Mathias (gr 5), Suzannah Johnson (gr 5)

Student Learning Goal: This year our focus will be on learning additional instructional strategies and practices with emphasis on **Responsive Classroom and Differentiating Student Learning** to increase academic growth for all students in our classrooms.

We will measure this Formatively by:

Observations, anecdotal notes, student feedback (surveys, thumbs up, journal entries, leadership notebook reflections, goal setting, group discussions (class meetings),

We will measure this Summatively by:

- *Checking student level of interest/engagement in a survey in October, February, and May.
- *Math Pre and Post Unit Assessments

Action steps we will take to meet our goal:

- *Our team will meet at least once a month to discuss progress, share ideas, and discuss the success/failure of techniques we have tried in our classroom
- *Share observations during walkthroughs (Oct, Feb, and May)
- *Interactive Modeling
- *Morning Meeting
- *Goal Setting
- *Success criteria
- *Teaching specific lessons involving self-monitoring and executive functioning skills

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

- *Share google docs with ideas and observations.
- *Use MobyMax and IXL to differentiate for math.
- *Google Classroom
- *Readworks, Scholastic News

Grade Level/Department/Team: Sixth Grade Science Team (Rick Roark (gr 6), Olga Mashnitskya (ESD), and Katherine Mathias (gr 5)

Student Learning Goal:

I am going to implement the newly District adopted Amplify Science curriculum (Life Science Module Amplify Earth and Space Module) using interactive web-based instruction to increase student engagement and increase academic growth for all students in my classroom.

We will measure this Formatively by:

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

Students will be able to log into their own Amplify account, post exit tickets on specific lessons, access their own scores, and be able to engage other students by sharing their own ideas and asking clarifying questions via class discussions and on-line discussion boards.

We will measure this Summatively by:

By using the on-line assessment system, I will manage all student summative assessments and give them timely feedback on their work.

Action steps we will take to meet our goal:

Using non-band/orchestra students to practice trial runs with prior to lessons. Thus, creating student leaders within the group.

Sixth grade students will work with fifth grade students to teach them how to use on-line science tools.

Participation in a District sixth grade collaborative group session:

Oct. 16, 2:30pm-5:30pm, at ESC in RM 104

Nov. 20, 2:30pm-5:30pm at ESC in RM 104

Dec. 18, 2:30pm-5:30pm at ESC in RM 104

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

The entire curriculum, including teacher manual, is on-line. Students will receive assignments and post assignments this way as well.

Grade Level/Department/Team: Intensive Support program: Janet Foster (Primary IS), Karen Farrar (Intermediate IS), Marilyn Harmon(SLP)

Student Learning Goal: This year our focus will be on learning strategies and practices with an emphasis on teaching the children how to responds to and ask “WH” questions to increase student engagement during group discussions and increase academic growth for all students in our classrooms.

We will measure this Formatively by:

- Visual Response: “Touch your nose if you agree” Thumb’s up/down, etc.
- Verbal Response: Whole group discussions, small group, 1:1 instruction
- Artifacts: Data From Daily Work, Observations and data collected from lesson plans directed at question answering/asking strategies

We will measure this Summatively by

- SLP Data Collection
- Reading Comprehension beginning of year, mid-year, end of year assessments

Action steps we will take to meet our goal:

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

- The team will meet monthly to discuss student progress and explore activities that we can do with the students to help build question answer/asking skills
- Share activities with other members of the team

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

- On-line resources
- I-Pads and Boardmaker plus
- Proloque

Grade Level/Department/Team: Specialists, Maria Jackson PE, Cory Fortin Library, Heather Mullins Music

Student Learning Goal:

To implement Responsive Classroom to increase student engagement and increase academic growth for all students in my classroom.

From October 8 through April, I will be collaborating with Cory Fortin, library specialist and Heather Mullins, music specialist to learn additional instructional strategies and practices that increased engagement and student choice. We will be meeting once a month on Tuesdays to increase our knowledge of Responsive Classroom by reading the book Responsive Classroom for Music, Art, PE and other Specialist Areas. We will focus on the chapters during our monthly meeting, implement new strategies and discuss our observations. We will then implement these learnings in our classroom practices, resulting in student academic and social emotional growth.

SG 8.1 - to decrease interruptive behaviors in 5th grade by focusing on routines, teacher language, interactive modeling, rules, routines, interactive learning structures and academic growth.

We will measure this Formatively by: through student surveys, plickers, summative assessment and anecdotal notes and observation, WOW challenge.

We will measure this Summatively by: Measuring interruptive behaviors in 5th grade each week and summarize monthly. Focusing on chapter 8 *Responding to Misbehavior*.

Action steps we will take to meet our goal: We will be meeting once a month on Tuesdays to increase our knowledge of Responsive Classroom by reading the book Responsive Classroom for Music, Art, PE and other Specialist Areas. We will focus on the chapters during our monthly meeting, implement new strategies and discuss our observations. We will then implement these learnings in our classroom practices, resulting in student academic and social emotional growth.

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

PE - plickers, LFD, apps that engage students

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

Grade Level/Department/Team: Learning Support: Anne Accettullo, Angie Clarke

Student Learning Goal: This year, our focus will be on students meeting their social/emotional goals, as well as the Seaview Sharks behavior expectations, by learning Social Thinking social skills concepts and applying them throughout the day.

We will measure this formatively using behavior charts, student self-reports, work in social groups, and teacher observations.

We will measure this summatively also using behavior charts, student self-reports, work in social groups, and teacher observations.

Action steps we will take to meet our goal: We will meet our goal by meeting regularly to discuss student progress and to reflect on our data and instructional strategies. We will share student behavior data (both qualitative and quantitative), discuss strategies and lesson plans we have been using to teach and reinforce Social Thinking skills, and brainstorm strategies for social skills problems or issues that come to our attention.

Technology: We will use a variety of online resources to supplement the books and manipulatives we use, and lesson plans we develop, for Social Thinking social skills instruction.

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?	Guided small groups based on student need. Intensive classroom support based on student need. Use of technology IXL/Moby Max. Use of concrete models and tools, specifically hands on manipulatives. Piloting curriculum aligned to the Math Standards gr. 3-5: Differentiated instruction through technology. Use of Performance Task to monitor student Math Practice Standards 5-8. Daily engagement in math practice. Use of volunteers and peer mentors. Leader In Me: Habits & Leadership Individual Goals centered on math.	Daily; as needed.

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

<p>As part of progress monitoring, what are you doing for students who are meeting or exceeding standards?</p>	<p>Provide opportunities for above grade level extension of math work. Provide opportunities to share thinking and support other students. Utilize online resources such as IXL and Moby Max to extend and engage student learning at all levels. Provide problems or tasks with similar content but different entry points for students. Opportunity to peer tutor. Math Olympiad.</p>	<p>Daily; as needed.</p>
<p>Describe how your school addresses the physical, emotional, and intellectual safety conditions that allow for effective teaching and learning to take place.</p>	<p>SWIM: School Motto: Strive for Success, Work Together, Inspire Others, and Make a Difference. Clear behavior expectations, matrix structure in place, and taught to all students. Leader In Me & Leadership (3 focus areas) Explicit teaching of Common language of the 7 Habits being taught to all students K-6 and 7 Habits visually represented throughout school Provide leadership opportunities for students to help them become more connected to school. Includes "Leadership Day". Monthly Citizenship Assemblies- centered on honoring students demonstrating the Habits. Super Shark Awards – honoring all students continuously demonstrating the Habits. Lunchroom Mentors. Transportation Leaders – students helping walking/bus students. SWIS- student behavior and data system. Shark Tank- recess, play to learn Friendship Groups- Buddy Groups, SEL learning led by counselor/psychologist. Buddy Classes – cross grade level. Responsive Classroom- Morning Meetings, staff PD and resources.</p>	<p>August training of all staff. Monthly meetings with staff to review behavior statistics and share Leader In Me ideas/successes. Monthly "Instructional Lighthouse Team meetings.</p>

<i>Learning Opportunities Provided for Staff Specific to the School Target</i>	<i>Description of the Learning Opportunity</i>	<i>Schedule</i>
<p>Whole staff learning opportunities to support the focus and intentionality of this goal.</p>	<p>Building time: PD centered on 2b Establishing a Culture for Learning and 3c Engaging</p>	<p>Weekly/Monthly:</p>

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

	<p>Students in Learning. Three scheduled Walkthroughs, discussion on observations and teacher/leadership moves. PD centered on Math Standards and Math Practice Standards. Refine math performance tasks and reflect on student progress by looking at student work. Learn more about engagement strategies for supporting F&R opportunity gap population. Leader in Me: setting goals related to math.</p> <p>Interim Assessment Block PD- strategically planning instruction to focus on students' highest academic math needs.</p> <p>Growth Mindset PD.</p>	<p>Staff Meetings & Building 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 their grade level CCSS Math standards and best instructional practices in order to plan for instruction, assess learning, and differentiate for sub-groups of students. Continue work with tracking student progress in grade level/building time linked to student growth goals. Ensure planned opportunities for questioning and discussion within math lessons and supporting students with tasks similar to curriculum but phrased or formatted in different ways.</p> <p>District offered PD: grade alike</p> <p>Use of Instructional & Technology Coaches</p>	<p>Collaborative Time- 2x a month; Student designated collaborative non-student days. PD events.</p>

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

<p style="text-align: center;">Third Grade OSPI Literacy Expectation (The following information is required if <u>less than 60%</u> of Third Grade Students met or exceeded standards on SBA ELA)</p>		
Intensive Reading and Literacy Improvement Plan	Description of Intervention Practices	Monitoring Schedule
<p>Identify the intensive and targeted reading/literacy intervention practices, K-4, your school will implement. After your selection, write a brief</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 	<p>Click here to enter text.</p>

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

<p>description of your plan for implementation of that practice.</p>	<ul style="list-style-type: none"> <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>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 <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>Click here to enter text.</p>	<p>Click here to enter text.</p>