

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

**School Name:** Spruce Elementary School

**Year:** 2018/19

**School Theory of Action/Target Area**

In 2018-19 as a staff, students and community, we will focus on a growth mindset culture, continuing to refine our conceptual understanding of the K-6 critical math areas and continue to work to create engaging math experiences for our students that connect to the real world. We will work to make sense of problems and persevere in solving them. We will engage in math experiences that allow students to solve complex math problems, explain their reasoning and engage in discussion using appropriate academic vocabulary. As a result of this work, we will continue to lead mathematics improvement and expect improved math achievement for all students.

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

Compared to 44% of assessed students meeting standard on the math portion of state testing from spring 2018, 49.6% of assessed students will meet standard on the math portion of the state’s test for spring 2019.

**Opportunity/Achievement Gap:**

- **Measurement/Assessment:** SBA Math 3rd-6th 2018/19, Cycles of Inquiry from Grade Level PLC’s

<i>Student Group</i>	<i>Current % Successful</i>	<i>Goal % Successful</i>
<b>All Students All 3<sup>rd</sup>-6<sup>th</sup> Grade Students</b>	<b>44%</b>	<b>49.6%</b>
<b>Comparison Group A All 3<sup>rd</sup>-6<sup>th</sup> Grade English Language Learners not meeting standard</b>	<b>14.06% 9 of 64 Students</b>	<b>22.6% 18 of 79 Students</b>

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

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

**Specific Commitment Focus Key Performance Indicators:**

**At Spruce for the coming year, we are working in Grade Level Professional Learning Communities to analyze student work and design differentiated instruction based on both the analysis of that work and the collaborative conversation with our colleagues.**

- **Grade Level PLC Schedules and Data Plans**
- **Grade Level PLC Meeting Notes**
- **Student learning data.**

**School Vision/Mission:**

At Spruce we are compassionate citizens. We are responsible and respectful even when it's not easy, even when no one is looking. We have the courage to work for the common good.

**School Demographics:**

Enrollment: 582

Free/Reduced: 54.2%

ELL: 30.5%

Family Makeup:

- 25.5% Hispanic/Latino;
- 0.4% American Indian/Alaskan Native;
- 15.3% Asian;
- 14.6% Black/African American;
- 2.0% Native Hawaiian/Pacific Islander;
- 31.7% White;
- 10.5% Two or more races

Mobility Rate: 30%

Unexcused Absence Rate: 0.9%

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

- Spruce Family Dinners to be held a total of four times this year.
- Spruce Parent Partnership meetings will be conducted regularly periodically leading parents through a variety of tasks similar to what teachers experience in PD, engaging math tasks and learning updates.
- Monthly Tea with Moms.

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

- 3 Learning Nights during the year (Winter, Spring)
- Spruce News, the school newsletter, with consistent focus on math and mindset with tips at home for maintaining a growth mindset when working on homework (though some classrooms are shifting thinking around homework)

**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 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:**

- Current 6th grade students show 2 years of steady improvement in Math.
- The gender gap in math continues to be negligible.
- Growing strength school shown in Communicating & Reasoning.
- Growing strength in Problem-Solving & Data Analysis.
- 2nd grade students meeting standard is at 68.65% compared to 61.29% from the previous year.

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

- Significant gap for students NOT on Bilingual Education and Bilingual Education. The gap has increased from 26.5% in 2016/17 to 36.16% in 2018/18.
- Current 5th Grade cohort continues to struggle with making grade level growth in Math.
- Significant need for students in Math Concepts & Procedures.

**State Participation Rate:** 95% participation required- SPRUCE PARTICIPATION 17/18 is 99%.

<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 **area of opportunity**, please describe your plan for increasing student participation during the school year:

[Click here to enter text.](#)

**Third Grade OSPI Literacy Expectation:**

What Percentage of Third Graders Met or Exceeded standard on the SBA ELA?	If less than 60% of Third Grade students met or exceeded, a whole school intensive reading/literacy plan is required. Mark the appropriate box.
<b>46%</b>	<b>Plan is required: YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></b>

If a plan is required for your building, add in your Third Grade SBA Claim Report Data (percentages met) below:

Reading: **70.14% At/Near or Above**

Writing: **58.2% At/Near or Above**

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

What Percentage of Third Graders Met or Exceeded standard on the SBA ELA?  <p style="text-align: center;"><b>46%</b></p>	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 checked="" type="checkbox"/> NO <input type="checkbox"/></b></p>
Listening: <b>85.07% At/Near or Above</b>	Research/Inquiry: <b>71.63% At/Near or Above</b>

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

**School Name:** Spruce Elementary School

**Year:** 2018-2019

**Grade Level/Department/Team:** Kindergarten

**Goal:** Between November 1<sup>st</sup>, 2018 and April 1<sup>st</sup>, 2019 our kindergarten students will show growth in their evolution as independent thinkers and learners in math through the use of engaging tasks, manipulatives, discussion (Math Talk), and the independent reference of classroom resources.

**We will measure this formatively by:**

Using checklists to monitor individual strategy usage including strategies such as “refers to anchor charts,” “makes a plan,” or “collaborating with peers.”

Conferencing with students to further understand their thinking and to help propel their thinking onward towards independence.

**We will measure this summatively by:**

Puzzled Penguin and the Highly Cognitively Demanding Tasks from the District formulated pacing guide (referencing the Math Expressions Curriculum).

Within our grade-level PLC and grade-level meetings we will gather and review student data to determine next steps for high achieving student growth.

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

Reflect and revise on Engagement Strategy Use Checklist.

Develop and record highly effective data tracking strategies.

Actively monitor students during independent math tasks and Play to Learn.

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

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

We will use video clips to show examples of others solving math problems, the document camera to allow students to model their thinking for other students, and Code.org to monitor independent thinking and strategy usage.

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

**School Name:** Spruce Elementary School

**Year:** 2018-2019

**Grade Level/Department/Team:** First Grade

**Student Learning Goal:** Between November 2018 and April 2019, students at 1<sup>st</sup> grade will show growth in adding numbers within 100 (1.NBT.C.4).

**We will measure this formatively by:**

Using manipulatives, decoding numbers strategies and discussion as measured by checklists; exit tickets; quick quizzes; student rubrics.

BOY Basic Skill Assessment, planning sheets, observations, and anecdotal notes, quick quizzes, checklists, unit pre/post assessments, student rubrics.

**We will measure this summatively by:**

A BOY addition skills pre-assessment administered before October 2018 and EOY post-assessment administered in March 2019.

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

Grade Level meetings to support addition strategies that implement instructional activities requiring complex student thinking including: Number Talks, Three Act Tasks, Quick Images, and True/False Equations.

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

Using MOBY MAX and EXTRA MATH websites for enrichment and remembering.

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

**School Name:** Spruce Elementary School

**Year:** 2018-2019

**Grade Level/Department/Team:** Second Grade

**Goal:** In Grade 2, math instruction focuses on four critical areas: (1) extending understanding of base-ten notation; **(2) building fluency with addition and subtraction;** (3) using standard units of measure; and (4) describing and analyzing shapes.

**We will focus our Student Growth Goal on building fluency with addition and subtraction (\*CCSS 2.OA.B2).**

**Goal Statement: "Second grade students will show improved fluency in adding and subtracting within 20 using mental strategies between November 2018 and April 2019 (\*CCSS 2.OA.B2)."**

\*CCSS 2.OA.B2: Fluently add and subtract within 20 using mental strategies.<sup>2</sup> By the end of Grade 2, know from memory all sums of two one-digit numbers.

**We will measure this formatively by:**

We will measure our students' individual progress using the following measures:

Weekly Rocket Math practice (or similar); implementation of all Math Expressions addition/subtraction lessons and activities; anecdotal notes via small group instruction/workshop games.

**We will measure this summatively by:**

Comparing November 2018 and April 2019 pre/post one minute fluency test outcomes (standardized across classroom and grade level); analysis of progress recorded via weekly Rocket Math timed fact fluency quizzes and related Math Expressions quick quizzes/resources. We will analyze data collected for timed tests as pre/post and across time.

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

We will implement 5 minutes of fact fluency practice 3 times a week in addition to Math Expressions Curriculum guidelines. We will send home fact fluency cards to practice at home. We will involve workshop games that focus on fact fluency and will encourage the use of Moby Max for fluency practice. We will also be mindful of involving multiple modalities of practice – such as chants, songs, manipulatives etc. to help different learners to build concepts and associations. We will address individual students' needs as they surface over the course of our studies.

**Technology-This is how we will utilize technology to meet our goal:** Moby Max, Prodigy (possibly)

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

**School Name:** Spruce Elementary School

**Year:** 2018-2019

**Grade Level/Department/Team:** Third Grade

**Goal:** Math: Area and perimeter. Students will show an understanding of the concepts of area and perimeter. They will do this by solving word problems and applying the correct method to find area and perimeter of rectangles.

**We will measure this formatively by:**

Quick quizzes, observations, other formative assessment such as independent work pages (student activity book) and online assignments in Prodigy, Moby Max, Kahoot, etc.; practice IAB results.

**We will measure this summatively by:**

Pre and Post Unit tests

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

We will meet to evaluate math data and then create formative assessments and assignments based on the data. We will use the cycle of inquiry as the basis for data evaluation. We will meet during the administrator scheduled meeting times, and during our 2 weekly planning periods.

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

Moby Max, Prodigy, Kahoot, See Saw (digital portfolio)- Create assignments and activities for practice.



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

**School Name:** Spruce Elementary School

**Year:** 2018 - 2019

**Grade Level/Department/Team:** Fourth Grade

**Goal:** Performance of multi-digit computation is a major component of mathematics understanding and multi-digit multiplication is a culminating standard for grade 4. Our goal is the all fourth grade students will demonstrate growth in 4<sup>th</sup> grade multiplication skills and application of concepts by the end of February, 2019. We will work as a team during our PLCs and other team meeting times to compare data and adjust assessments and direction as necessary to meet the needs of the students. We will use multiple tools including, but not limited to, Expressions Math – 4, district fact fluency materials, additional CBAs developed by grade level team.

Primary Standard: CCSS 4.NBT.5. Multiply a whole number up to 4 digits by a one-digit whole number, and multiply two two-digit numbers using strategies on place value and the properties of operations. Illustrate and explain their calculation by using equations, rectangular arrays, and/or area models.

**We will measure this formatively by:**

Administering team created CBAs and exit tickets to assess individual progress and assign students to small groups for extra support and re-teaching opportunities. Common Core curriculum based quick quizzes will be administered during unit 2 and 4 while working directly on multiplication concepts and multiplication word problems and scored as formative assessment to track student growth and needs. Additionally, in order to support students' success in more complex problem solving, the teachers will employ a fact fluency practice and assess program to track student growth in automaticity and application of learned facts.

**We will measure this summatively by:**

Unit 2 and Unit 4 Pretests will be given to determine a baseline. At the end of each unit, the post test will be administered as well. This will allow us to determine overall growth as well as tracking specific skills as determined by the team. CBA created by teachers will determine overall growth across concepts.

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

Our team will meet during assigned PLC time to compare notes and determine next steps. (Please see the PLC schedule for those dates) We will discuss progress individually as well as overall in terms of pacing, and discuss areas of concern and celebrations from implementation of the curriculum overall. We will use the time to compare scores and student progress goals and to determine what our priority will be for the next period. In addition, we will use a team Google Classroom and our e-mail to compare notes and communicate questions and concerns when meeting in person is not possible.

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

**Technology-This is how we will utilize technology to meet our goal:** Students will use Chromebooks to access and complete IBA assessments. They will see video representations of methods to further support their learning. Music and rhymes accessed on the internet will also be used to support automaticity.

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

**School Name:** Spruce Elementary School

**Year:** 2018-2019

**Grade Level/Department/Team:** Fifth Grade

**Goal:** 5.NBT.6 Students will be able to find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. They will illustrate and explain calculations by using equations, rectangular arrays, and/or area models. Unit 5 of the 5<sup>th</sup> grade Common Core version of Math Expressions.

**We will measure this formatively by:**

- 4<sup>th</sup> Grade SBAC math results (division was a weakness for the grade level)
- We will use regular formative checks, such as exit tickets, quick checks, math conferences, 3 Act Tasks to monitor student progress and understanding along the way.

**We will measure this summatively by:**

- Using pre and posttest data, as well as quick quizzes from Unit 5.
- Practice problems from Preparing for the SBA on Think Central
- 3 Act Tasks (ketchup problem)

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

- Workshop with small groups
- Videos to reinforce concepts that students can access
- Teach vocabulary important to division
- Reinforce the relationship between multiplication and division
- True/False Equations
- Use of Benchmark Numbers and powers of 10
- Use of base-ten manipulatives
- Multiplication and division fact fluency skills and practice
- Review of Fact Families

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

Students will have targeted practice through programs such as Moby Max and Khan Academy to practice and strengthen the learned skills. Students may also complete an online daily exit ticket monitoring their understanding throughout the unit. We will use videos to reinforce concepts. We will use programs like Moby Max iTools to help students build and manipulate models of concepts.

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

**School Name:** Spruce Elementary School

**Year:** 2018-2019

**Grade Level/Department/Team:** Sixth Grade

**Goal:** From November 2018 through January 2019, students will exhibit growth in their understanding of surface area of prisms and volume of rectangular prisms; specifically with respect to content addressed in Common Core State Standards 6.G.A.2 and 6.G.A.4 (Geometry).

**We will measure this formatively by:**

From November 2018 through January 2018, we will use multiple measures to collect data and formatively assess students' progress in relation to CCSS 6.G.A.2 and 6.G.A.4. These measures include, but are not limited to: teacher-created activities/assessments, district/curricular assessments, quick quizzes, exit-tickets, and in-class observations/anecdotal evidence.

**We will measure this summatively by:**

From November 2018 through January 2018, we will use multiple measures to collect data and summatively assess students' progress in relation to CCSS 6.G.A.2 and 6.G.A.4. These measures include, but are not limited to: district/curriculum based assessments, SBA IAB modules (computer-based) and teacher-created CCSS aligned assessments.

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

The data collected from pre-assessments and subsequent lessons/assessments will be used to determine the pace and format of future instruction. The data collected will also help determine the type of differentiated instruction required (for targeted groups below, approaching or meeting standard) in order for students to show growth in relation to our goal. As a grade level, we will meet frequently throughout the geometry units and share common assessments.

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

Our grade-level team will provide multiple opportunities in the course of the aforementioned time period for students to utilize technology. These programs include, but are not limited to: SBA IAB modules, Moby Max, and online teacher-created assessments/exit-tickets/forms.

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

**School Name:** Spruce Elementary School

**Year:** 2018-2019

**Grade Level/Department/Team:** Learning Support/ELL/Title

**Goal:** Between February-March 2019 learning support student will show growth in engagement.

**We will measure this formatively by:**

We will measure this via student self-evaluation, teacher communication, a daily monitoring checklist, a rubric and observational (anecdotal) notes.

**We will measure this summatively by:**

We will measure our goal by administering a pre-assessment prior to February 2019 and a post assessment at the end of the instructional period. This assessment will include both a student self-assessment of engagement and a teacher evaluation of individual student engagement.

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

We will introduce the rubric and teach each component to students. Components of the rubric include frequency of participation, time on task and behavior/attitude. Components will be scaffolded by introducing each component one at a time. Additionally, we will have team meetings to support instructional strategies around student engagement, in order to share student progress towards our goal. We will use the Zones of Regulation feelings continuum for students to identify behaviors/feelings for learning and engagement.

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

We will show a variety of videos to support the development of growth mindset in our students.

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

**School Name:** Spruce Elementary School

**Year:** 2018-2019

**Grade Level/Department/Team:** Physical Education

**Goal:** I will be meeting with my PLC members (Tyler Wilkins - Cedar Valley, Whitney Evans – Meadowdale, Tom Davis – Beverly, Chris Gonzales - Terrace Park, Gary Smithers - Terrace Park), my mentor teacher and PE Directors/Coaches (Errin Shull – Maplewood, Jenni MacCloughan & Jennie Hershey – PE Directors/Coaches) to develop and discuss lessons, assessments, tracking systems, rubric creation, managing behavior and safety with larger numbers in small spaces and relationship building between students and myself.

**We will measure this formatively by:** I will communicate via phone calls, text messages, emails, in person meetings set up by the district for professional development, individually requested meetings, as well as PLC group meetings. We will all share ideas on lessons, assessments, management tools and strategies, and how to implement these things in our different classrooms based on our individual needs and challenges at our schools.

**We will measure this summatively by:**

By the end of the 2018-19 school year, each member of our PLC will have shared resources around lessons, assessment, management, behavioral strategies and tools to better our practice.

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

Scheduled meetings after all PE book club meetings, attending district PE professional development classes offered, sharing files using google drive, phone calls and text messages, meeting individually in person, observing each other teach when possible, constant sharing of resources as needed and as discovered/created.

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

We will use our google drive sharing opportunities, email, and social media professional development sites.

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

**School Name:** Spruce Elementary School

**Year:** 2018-2019

**Grade Level/Department/Team:** General Music K-6 Team

**Goal:** Between October 2018 and May of 2019, I will be meeting with mentor teachers (Kylene Reis, Annie Floe, Robin Larson, Ashley Biermann, and Nicole Harreld) to discuss and plan assessment tools and strategies, grading practices, gradebook maintenance, implementation of district rubrics, and behavior management strategies.

**We will measure this formatively by:**

Emailing, calling, and meeting in person throughout the school year. Throughout these meetings, teachers from the team will share assessment tools, grading practices, maintenance, behavior management strategies, and methods of implementation.

**We will measure this summatively by:**

At the end of this period, each teacher will have comprehensive resources compiled for measurement, assessment, and management.

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

Meeting several times, shared google drive, emails, phone calls, in-person visits, classroom visits to each other's rooms, sharing of resources, sharing of management plans

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

We will communicate via email, google classroom, emails, and share documents digitally. Many of our resources are also digital.

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

**Action Plan for the School to Address the Target Area to in order to meet the Achievement Goals:**

<b><i>Learning Opportunities for Students</i></b>	<b><i>Description of the Learning Opportunity</i></b>	<b><i>Schedule</i></b>
<p><b>As part of progress monitoring, what are you doing to help students who are still not meeting proficiency?</b></p>	<ul style="list-style-type: none"> <li>● Grade Level PLC’s with focus in Math, looking at student work and making instructional decision based on data</li> <li>● Whole staff learning on Growth Mindset, k-6 Math Domains and Engagement</li> <li>● Regular math walks to gather data about student and teacher math practices.</li> <li>● Intervention w/push-in, pull-out</li> <li>● Student Support Team (SST)</li> <li>● Problem-Solving Team (PST)</li> <li>● Differentiate independent learning practice using technology</li> <li>● Focus on rich learning that gives students opportunities to make their thinking visible</li> <li>● Wrap-around services for students identified in the Student Focus Group based on criteria.</li> </ul>	<p>Continuous throughout the year</p>
<p><b>As part of progress monitoring, what are you doing for students who are meeting or exceeding standards?</b></p>	<ul style="list-style-type: none"> <li>● Focus on rich learning that gives students opportunities to make their thinking visible</li> <li>● Teacher-provided extension activities</li> <li>● Focus engagement in the classroom with highly, cognitively demanding tasks with multiple entry points to meet the needs of all learners.</li> </ul>	<p>Continuous throughout the year</p>
<p><b>Describe how your school addresses the physical, emotional, and intellectual safety conditions that allow for effective teaching and learning to take place.</b></p>	<ul style="list-style-type: none"> <li>● School-wide professional development on The Heart of Learning and Teaching: Compassion, Resiliency and Academic Success</li> <li>● Certificated staffing devoted to social-emotional work including Para III- Behavior Support Specialist</li> <li>● Adult Anchors for students who need extra support.</li> <li>● Family Engagement Liaison assigned to Spruce only</li> <li>● Psychologist-Counselor (Kelso’s Choices, KC’s Choices)</li> <li>● PBIS (Positive Behavior Intervention &amp; Supports)</li> <li>● 2<sup>nd</sup> Step Lessons in K-3 Classrooms</li> <li>● Morning Meeting</li> <li>● Spruce Equity Team</li> <li>● Move 60, Move 60 Miles, Dragon Dancers</li> <li>● Edmonds Pre-K Program here at Spruce</li> <li>● Spruce Family Dinners</li> </ul>	<p>Continuous throughout the year</p>



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

<i>Learning Opportunities Provided for Staff Specific to the School Target</i>	<i>Description of the Learning Opportunity</i>	<i>Schedule</i>
Whole staff learning opportunities to support the focus and intentionality of this goal.	<ul style="list-style-type: none"> <li>• Whole staff learning on Growth Mindset, k-6 Math Domains and Engagement</li> <li>• School-wide professional development on The Heart of Learning and Teaching: Compassion, Resiliency and Academic Success and Culturally Responsive Teaching and the Brain.</li> <li>• Regular math walks to gather data about student and teacher math practices. Whole staff looks at the data.</li> </ul>	Continuous throughout the year
Small group, individual, voluntary learning opportunities to support the focus and intentionality of this goal.	<ul style="list-style-type: none"> <li>• Grade Level PLC's with focus in Math, looking at student work and making instructional decisions based on data.</li> <li>• Teachers engaging in learning, practice, and opportunities to work with the instructional coach</li> <li>• Teachers engaging in building-provided time to engage with deepening knowledge of the K-6 Math Domains and instructional practices in the classroom.</li> </ul>	Continuous throughout the year

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

<i>Third Grade OSPI Literacy Expectation</i> <i>(The following information is required if less than 60% of Third Grade Students met or exceeded standards on SBA ELA)</i>		
<i>Intensive Reading and Literacy Improvement Plan</i>	<i>Description of Intervention Practices</i>	<i>Monitoring Schedule</i>
Identify the intensive and targeted reading/literacy intervention practices, K-4, your school will implement. After your selection, write a brief description of your plan for implementation of that practice.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use of a coach/coaches</li> <li><input type="checkbox"/> Family Involvement at School (and outside of school)</li> <li><input type="checkbox"/> Targeted Professional Learning</li> <li><input type="checkbox"/> Professional Learning Communities</li> <li>• Targeted Small Group Instruction</li> <li>• Intervention Groups that flex based on data</li> <li>• Title Intervention group- students receive core instruction in the classroom.</li> <li>• Imagine Learning for English Language Learners</li> <li>• Focus on maximizing instructional time across the school day: no morning announcements, streamlined specialist schedule</li> <li>• Increased family involvement at school (and outside of school)</li> <li>• Targeted Professional Learning with PLC's focused on student work</li> <li>• Volunteers during the school day 1:1 Reading</li> </ul>	Continuous throughout the year

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

<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>		
	<ul style="list-style-type: none"> <li>• Targeted Social-Emotional work</li> <li>• Targeted PD for Para-educators who work in ELL and intervention assignments</li> <li>• Use SBA IAB's 3rd-6th to progress-monitor while assisting students in norming to the SBA</li> </ul>	
<p><b>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?</b></p>	<ul style="list-style-type: none"> <li>• MTI- Focused in Reading; Reviewing Data- using shared MTI doc</li> <li>• Graduation Celebration Year 3 (bringing graduating seniors to Spruce to celebrate with students)</li> <li>• Spring MTI focused on vertical articulation of students</li> </ul>	Continuous throughout the year
<p><b>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.</b></p>	<ul style="list-style-type: none"> <li>• Spruce Family Dinners</li> <li>• Spruce Parent Partnership</li> <li>• Learning Nights/Dr. Seuss Book Swap</li> <li>• Spruce Newsletter</li> <li>• Family Engagement Liaison</li> <li>• Title/ELL Family Night</li> <li>• Family Engagement Road Map Survey</li> <li>• Open House</li> <li>• Jumpstart Parent Meeting</li> <li>• Graduation Celebration/Student Exit Survey and Interview</li> </ul>	Continuous throughout the year