



Edmonds
SCHOOL DISTRICT

School Improvement Plan

School Name: Beverly Elementary

Year: 2019-20

Section I: School Mission, Vision, and Demographics:

School Mission: Our Beverly community is committed to providing a caring, positive, equitable environment to foster lifelong learning.

School Demographics:

Group	Number of Students	% of Students	Group	Number of Students	% of Students
Enrollment (October)	567	NA	Two or More Races	65	11.46%
American Indian/Alaskan Native	8	1.41%	English Language Learners	105	18.52%
Asian	49	8.64%	Homeless/McKinney-Vento	24	4.23%
Black/African American	51	8.99%	Low Income	246	43.39%
Hispanic/Latino	130	22.93%	Section 504	17	3.00%
Native Hawaiian/Other Pacific Islander	10	1.76%	Students with Disabilities	83	14.64%
White	254	44.80%	Student Mobility	20	3.53%

*The data in this table is from the 18-19 school year.

Student, Family and Community Involvement in Plan:

Students and families have had the opportunity to participate in surveys that we have relied upon to better understand their experiences and needs. We have also hosted coffee chats with the principal and invited families and community to join us for conversations about school improvement. In addition, we have relied on our school's Equity Team for their input and guidance as we constructed our plan for improvement.

Section II: Reflection & Evaluation of Prior Year's Progress

Describe the progress your school made toward the improvement goals in the 2018-19 SIP.

Goal (restate the goals, whole school and opportunity gap group goals)	Narrative Reflection
<p>Whole School: We set a goal to increase our percentage of 3rd-6th grade students meeting standard in math on the SBA from 45% to 50%</p>	<p>In the spring of 2019, 46% of students in grades 3-6 met standard in math on the SBA. This did not meet our goal of 50% meeting standard. In looking more closely at the data, our 3rd and 6th graders met the goal with scores of 61% and 53% respectively. Our 4th and 5th graders did not meet the goal and we have identified some areas in which our curriculum needs to be better aligned so that students are better supported in their learning.</p>
<p>Opportunity Gap Goal: We had hoped to increase the percentage of EL students meeting standard in math in grades 3-6 from 18% to 26 percent. This would narrow the gap between our EL students and our non-EL students by 3%.</p>	<p>We did not meet this goal. The percentage of EL students meeting standard dropped from 17.77% to 17.07%. In looking at the standards and our data, we observed that word problems and problem solving make up a great deal of our math instruction and assessment. This is particularly challenging for our English learners who may have math skills but struggle to read the problem and understand what they need to do. We would like to shift our focus this year to reading in order to address some of those underlying concerns to see if it will make an impact in math also.</p>

How has the progress described above informed your school's improvement planning

for this school year?

In reviewing our data over the past year, we identified that our opportunity gap between EL students and non-EL students in ELA is actually larger than in math and our student growth percentiles indicate that most of our EL students make below average or low growth between 3rd and 6th grade. While we have not yet seen the results we would like to see in math, we feel that the reading situation is more urgent. In addition, we believe that if we intervene in reading while also improving our understanding of language acquisition, we will see improvement in math because so much of the test involves language.

Section III: Needs Assessment

A. Based on your data analyses and examination of other contextual factors, what specific claims can you make about your school's Areas of Strength and Areas of Needed Growth (2-3 for each)?

Areas of Strength

1. Beverly has a strong school community with a welcoming, diverse PTA, which actively works to engage all families in learning and growing together. In the spring of 2019, over 90% of our families responded to our family survey! In addition, 83% responded favorably to questions in the Welcoming and Culturally Responsive section of the survey. We consistently have high numbers of families attend our school events and strong base of regular classroom and school volunteers.
2. Our DIBELS data indicates that we have both strong classroom instruction and strong intervention instruction in reading for Kindergarten and 1st grade. Long-term trend data indicates that according to DIBELS composite scores, we tend to end the K and 1st grade year with roughly 65-70% of students reading at or above grade level.

Areas of Needed Growth

1. Our intermediate literacy program does not consistently support students' continued growth in literacy. While our 2nd grade reading assessment results consistently (over the last 4 years) show 75% of students or more meeting or exceeding standard, our results for grades three through six are consistently (also over the last 4 years) below 60% of students at proficiency.
2. Our student growth percentiles for intermediate students in reading show low growth over two to three years for 60% or more of our EL students.
3. In a staff survey regarding professional development in the area of EL instruction, staff reported that their understanding of language acquisition and best practices

and strategies for engaging EL students was inconsistent and significantly dated in many cases.

B. Based on your analyses, what specific areas of needed growth will your school focus? What is your rationale for this focus; why this above others? What has your improvement work identified as potential causal factors, i.e. what's happening or not happening in your school that's bringing the current results?

- 1. Language Acquisition:** We have identified that our understanding of how students acquire language is inconsistent. In order to fully address the opportunity gap between our EL students and our nonEL students, we have to understand how language learners are identified, how their growth is monitored, what the different stages of language acquisition are, and how an overall level is made of scores in the different domains. We also need to learn some strategies for making language more accessible to increase learning for all students.
- 2. Reading Structures and Assessment:** Our structure for reading blocks is also inconsistent. Teachers are using a variety of materials and strategies that do not necessarily align across grade levels. In addition, our assessment practices and materials are also inconsistent. We have identified some structural pieces that research supports as being important blocks for reading instruction across grade levels that around which we will be doing some learning. We also have a new assessment system for which everyone is receiving ongoing training and support in implementing this year.
- 3. Academic Discourse:** EL students need both comprehensible input and comprehensible output to make sense of their learning. In our walk-throughs last year, we identified that EL students have limited opportunities for structured discourse and uneven support when they have opportunities to participate in classroom discussion. Teachers also reported varied levels of comfort and knowledge of how to best support EL students to participate in academic conversations.

C. Additional Data Required

State Participation Rate: 95% participation required

<input type="checkbox"/> Area of Strength (95% or more participation)	<input checked="" type="checkbox"/> Area of Opportunity (less than 95% participation)
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If your participation rate is an area of opportunity, please describe your plan for increasing student participation during the school year:
 The participation rate for our students with IEPs is the only area that fell below 95% and their participation is at 93%. We will work on having intentional conversations with our parents who are concerned about their student's participation to reassure them of the benefits.

D. Third Grade OSPI Literacy Expectation:

What Percentage of Third Graders Met or Exceeded standard on the SBA ELA? 51%	If less than 60% of Third Grade students met or exceeded, a whole school intensive reading/literacy plan is required. Plan is required: YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
If a plan is required for your building, add in your Third Grade SBA Claim Report Data (percentages met) below:	
Reading: 74% at/near or above Listening: 84% at/near or above	Writing: 74% at/near or above Research/Inquiry: 73% at/near or above

Section IV: Theory of Action

Theory of Action:

If we ensure all staff

- Understand the process, stages, and domains of language acquisition
- Know how to identify students in their classes who are English learners in terms of overall language level, as well as, within each domain of language acquisition.
- Regularly assess our English learners' reading skills using reliable measures
- Have a better understanding of our English learners' abilities and needs as readers using the achievement level descriptors.
- Can use the assessment data and the achievement level descriptors to differentiate instruction
- Use specific strategies and structures to support and engage English learners in higher level thinking and discourse during literacy

THEN students will show growth both in their overall language proficiency and as readers.

Rationale:

In looking at research around best practices for supporting EL students, it became clear that teachers need a common understanding of second language acquisition and the levels of language proficiency in order to be able to effectively scaffold and accommodate for their needs as learners so that seemed to be an appropriate place to start our learning. In addition, we know that using and understanding a universal screening tool, as well as regular progress monitoring, supports all students as they learn to read. This was also directly called out in *Effective Literacy and English Language Instruction for English Learners in the Elementary Grades* from the What Works Clearinghouse. Finally, in looking at SLOP and *The GO TO Strategies: Scaffolding Options for Teachers of English Language Learners, K-12* (Levine, Lukens, & Smallwood, 2007), both reference comprehensible input and output and promoting classroom interaction as effective strategies for supporting EL students in the classroom. Other sources that we reviewed, including the Effective Literacy article from What Works Clearinghouse, stressed the importance of opportunities for academic discourse and structured collaboration with peers as supports for EL students during literacy and other content areas.

Section V: Student Outcome Goals (Schoolwide and Opportunity Gap)

- A. Whole School Achievement Goal(s):** As a result of the actions included in the TOA, compared to 47% of tested students in 3rd-6th grade meeting standard in reading on the SBA in 2018-19, 52% of tested students in grades 3-6 will meet standard in reading on the SBA in the spring of 2020
- B. Opportunity Gap Goal(s):** As a result of the actions included in the TOA, compared to 5% of tested students receiving EL services in 3rd-6th grade meeting standard in reading on the SBA in 2018-19, 15% of tested students receiving EL services in grades 3-6 will meet standard in reading on the SBA in the spring of 2020. This will narrow the current opportunity gap of 48% to a gap of 43%.
- C. Connections to Blueprint 2025 Metrics:** Our school improvement goals are connected to the Blueprint 2025 goal of increased achievement in ELA.

Section VI: Action Plan

Plan for 2019-20:

Key Improvement Action	Description	Timeline
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Increase instructional staff capacity to support our English learners	Our professional learning plan will focus on developing our collective understanding of the stages of second language acquisition and the related best practices for supporting students in each stage.	Ongoing through 2019-20 school year
Implement school-wide consistent, valid and reliable reading and language assessments	Teachers will learn and implement the use of Teachers' College Reading Records and i-Ready Reading Diagnostic and progress monitoring. Teachers will also learn about ELPA21 testing and scoring and better understand how students qualify for our EL program.	Ongoing through 2019-20 school year
Analyze and use ELPA21 and reading assessment data to differentiate instruction	Our learning this year will include reviewing our available assessment data and using resources, such as the Achievement Level Descriptors, to help us differentiate our instruction to meet student needs.	Ongoing through 2019-20 school year
Learning about research-based structures and strategies for teaching reading	Teachers will begin to learn about research-based structures and strategies for teaching reading across grade levels and make some agreements for implementation next year	Ongoing through 2019-20 school year

Plan for Years 2 & 3:

2020-2021:

- Continued focus on increasing capacity to support our English learners. Our professional learning plan will focus on increasing our understanding and skills in using instructional strategies that support our English learners' engagement with grade-level content specifically in the area of comprehensible input and output.
- Implementing research-based structures such as reading workshop and ensuring that each classroom has incorporated the essential elements of an effective workshop.

2021-2022:

- Continued focus on increasing capacity to support our English learners. Our professional learning plan will focus on increasing our understanding and skills in using instructional strategies that support our English learners' engagement with grade-level content specifically in the area of academic discourse.
- Increase understanding of culturally responsive teaching and how to ensure students are receiving culturally responsive and relevant reading instruction.

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

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)

<i>Intensive Reading and Literacy Improvement Plan</i>	<i>Description of Intervention Practices</i>	<i>Progress 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"><input checked="" type="checkbox"/> Utilize Instructional Coaching<input checked="" type="checkbox"/> Additional Learning Time within the School Day<ul style="list-style-type: none"><input type="checkbox"/> Before and After School Programs<input checked="" type="checkbox"/> Family Involvement at School (and outside of school)<input checked="" type="checkbox"/> Targeted Professional Learning<ul style="list-style-type: none"><input type="checkbox"/> Professional Learning Communities<input type="checkbox"/> Tutoring<input type="checkbox"/> Other:	Ongoing
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	Transition plan: Teachers fill out electronic placement cards at the end of the year sharing reading assessment information. Teachers fill out more specific information on the placement	Ongoing

<p>year continued/modified/ expanded/ discarded?</p>	<p>card about what they tried and what worked for students who have struggled. Records are kept by the school counselor of students who have been brought to the Problem Solving Team and the results and learnings from those meeting</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>	<ul style="list-style-type: none"> ● Letter home ● Student, Parent, School Compact ● Summer Packet for students ● Report Cards ● Progress Reports 	<p>Throughout 2019-20 school year</p>

Section VII: Grade Level/Specialist/Department Goals

Grade Level/Department/Team: Kindergarten

Student Learning Goal: By spring, all students will show growth in their ability to consistently identify and produce the correct sound for consonants and vowels. We will differentiate by using data to determine where the child needs more support and then determine activities that will give the child practice with that skill.

We will measure this formatively by:

Observations made during small group reading lessons.

We will measure this summatively by:

Individually assess children Fall, Winter and Spring using our kindergarten assessment packet that includes measuring upper and lower case letters and letter sounds.

Action steps we will take to meet our goal:

Meet as a grade level to share how kids are progressing towards the goal and strategize to



better support students who are not showing growth.

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

I-Ready, and other computer programs we use to improve reading skills. We will also use SeeSaw to communicate progress and give strategies to parents.

Grade Level/Department/Team: First Grade

Student Learning Goal: Students will be able to improve their phonological awareness by increasing their ability to segment words into phonemes and thereby increase their reading level.

We will measure this formatively by:

Progress monitoring, small group, whole group, phonics programs, stations activities, and word games

We will measure this summatively by:

Dibels, Running Records, and iReady

We will use a variety of assessment measures including:

Dibels, Running Records, and iReady

Action steps we will take to meet our goal:

- Create/use specific phonological activities and games.
- Teaching specific sounds

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

i-Ready, Raz-Kids, Moby Max

Grade Level/Department/Team: Second Grade

Student Learning Goal: Our EL students will show growth and progress toward meeting standard in reading at second grade level by the end of the school year.

We will measure this formatively by:

- We will utilize data from i-Ready lessons and practices to inform our small group instruction and individual conferences.
- We will use running record data to support small group instruction.
- We will use anecdotal data from our small groups and from i-Ready, to develop skill-based groups to help our EL students aim to reach grade level standard in reading.

We will measure this summatively by:





We will use end year test data from i-Ready and our end of year running records to summatively assess our EL students.

Action steps we will take to meet our goal:

- EL students will do online i-Ready practices that target reading skills that are needed to attempt to reach grade level standard.
- Teachers will utilize i-Ready “Tools for Instruction” to guide small reading groups and individual reading conferences. These tools are based on needed skill development in different reading areas.
- Teachers will use Benchmark guided reading books to further develop reading skills that our EL students need to help them grow as learners.
- Teachers will use picture clues and vocabulary cards as we teach, to help students gain academic language needed to learn across subjects.
- Teachers will partake in professional development in our building to further our knowledge of language acquisition and how it relates to learning for our EL students.

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

- Teachers and students will use i-Ready for practices and for instruction in reading.
 - Data from on-line i-Ready programs and assessments will be used to guide teaching.
 - EL students given access to Imagine Learning will go on that program weekly to support language acquisition and reading development.
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Grade Level/Department/Team: Third Grade

Student Learning Goal: Students will improve their reading comprehension using specific strategies and higher level thinking skills, focusing on comprehensible input and output.

We will measure this formatively by:

We will use a variety of anecdotal notes and observations, including through small group work, and speaking, writing, or drawing.

We will measure this summatively by:

We will use a variety of assessment measures including: Benchmark Comprehension Assessments, Running Records, iReady.

Action steps we will take to meet our goal:

We will collaborate with our EL specialist and each other, and attend all provided professional development opportunities at Beverly.

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



We will use all district provided technology for teaching, modeling, and assessing

Grade Level/Department/Team: Fourth Grade

Student Learning Goal: Students will improve their ability to interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. (CCSS.ELA-Literacy.RI.4.7)

We will measure this formatively by:

I-Ready Reading lessons, exit tickets, common core daily math and language, Moby Max, SBA Interim Assessments, quick quizzes

We will measure this summatively by:

Moby Max quizzes, I-Ready assessments, Common Core Daily Math and Reading assessments, Benchmark assessments, Newsela quizzes

Action steps we will take to meet our goal:

Our students will spend at least 20 minutes a day, three days a week on iReady reading lessons; we will discuss exit tickets and quiz scores in our weekly Monday meetings

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

We will use the computers for iReady, google slides, Moby Max, Newsela

Grade Level/Department/Team: Fifth Grade

Student Learning Goal: Students will show growth in an area of need (performing below grade level) in reading comprehension based on i-Ready beginning of the year assessment data.

We will measure this formatively by:

Individual conferencing, small group instruction, whole group read aloud conversations, reading logs and/or journals, Readworks quizzes, etc.

We will measure this summatively by:

We will use a variety of assessment measures including i-Ready Diagnostic, SBA interim tests, Running Records data

Action steps we will take to meet our goal:

Looking closely at areas of need from I-Ready Diagnostic, individual reading goal setting, small group instruction based on areas of need, independent reading and reflection, collaborating with Liz (Learning Support) and Deanna (ELL) for ideas of how to differentiate



and align our instruction.

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

i-Ready, Readworks, Epic Books, Scholastic, google classroom, kahoots, google slides, 1:1 laptops

Grade Level/Department/Team: Sixth Grade

Student Learning Goal: Students will improve their reading comprehension and higher level thinking skills by using specific strategies taught throughout the year.

We will measure this formatively by:

We will use a variety of anecdotal notes and observations during small group work and whole group interactions. Oral evaluation of whole group comprehension questions. I-ready's online individually paced comprehension lessons.

We will measure this summatively by:

We will use a variety of assessment measures including:

Running Records, iReady mid-year and end of the year diagnostics and growth on the online individually pace lessons.

Action steps we will take to meet our goal:

We will collaborate with our ELL teacher, Learning Support teacher, one another and attend all provided professional development opportunities at Beverly. Well will carefully monitor and restructure our small groups based on the comprehension reading strategies using pre and post data as well as on going observations and classroom work.

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

We will use our one to one computers for individual practice, differentiation on reading materials at different levels and games to reinforce ideas and concepts. We will use our district provided technology for teaching, modeling, and assessing.

Grade Level/Department/Team: Specialists (Library / Music / PE)

Student Learning Goal: Kindergarten and First grade students will improved understanding of tier II words.

We will measure this formatively by:

Regularly checking student understanding of words on the lists provided by Deanna Sanders (ELL) through actions/movement, questioning,





We will measure this summatively by:

Our efforts will be shown through classrooms assessments by the classroom teacher.

Action steps we will take to meet our goal:

Dependent on location (PE, Music, Library) teacher will mindfully use the words on the lists provided. We might also use word walls or words of the weeks to visually enhance and remind students of the words.

Technology-This is how we will utilize technology to meet our goal: Tom will create a spreadsheet/word cloud of words most often used.

