



Edmonds
SCHOOL DISTRICT

School Improvement Plan

School Name: Edmonds Elementary School

Year: 2019-2020

Section I: School Mission, Vision, and Demographics:

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

School Demographics:

Group	Number of Students	% of Students	Group	Number of Students	% of Students
Enrollment (October)	349	NA	Two or More Races	41	11.75%
American Indian/Alaskan Native			English Language Learners	17	4.87%
Asian	13	3.72%	Homeless/McKinney-Vento	5	1.43%
Black/African American	11	3.15%	Low Income	58	16.62%
Hispanic/Latino	32	9.17%	Section 504	21	6.02%

Native Hawaiian/Other Pacific Islander	1	0.29%	Students with Disabilities	51	14.61%
White	251	71.92%	Student Mobility	12	3.44%

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

Student, Family and Community Involvement in Plan:

- Curriculum Night Presentation to families, September 2018
- PTA Board Meetings and General Meetings, ongoing during the school year
- Open House, March 2019
- Home and School Connections (parent conferences, classroom and school newsletters)
- Surveys (students and families)

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:
Compared to 69% of 3-6 graders in Spring 2018, 72% of 3-6 graders will meet or exceed standard on the Smarter Balanced Math Assessment in Spring 2019	<p>The SBA assessment results, Spring 2019, shows that 77% of our students in grades 3-6 met or exceeded standard on the Smarter Balanced Math Assessment in Spring 2019.</p> <p>These results were higher than our expected proficiency goal of 72% of students.</p> <p>These results were based on strong test results for students in grades 3 and increased levels of performance for students in grades 5 and 6 from the previous school year.</p> <p>Our building focused on the understanding and use of correct Math vocabulary through instruction and student learning</p>

	activities. Our goal will be to maintain or slightly increase the level of student proficiency during the 2019-20 school year.
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How has the progress described above informed your school's improvement planning for this school year?

We were very pleased with the Smarter Balanced Assessment Math results for all students, Spring 2019. The percentage level of student proficiency was greater than our projected proficiency levels. We certainly want to be mindful of continued growth in Math SBA proficiency levels for all grade levels and in specific grade levels that have lower growth percentages compared to other grades. For two years, grade teams focused on correct use of math vocabulary in instruction and student vocabulary use. This benefits all students and especially English Learning students.

While Edmonds Elementary student proficiency levels in SBA Math and ELA are above school district and state proficiency levels, we know from student data results that we have students scoring below expectation over multiple school years on the same assessment. We would like to target these students as an opportunity gap group to raise their individual student performance on SBA assessments. We believe that if we know these students personally and academically we can provide differentiated instruction with the goal of students meeting standard on assessments they have historically not scored well in.

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. All grade level Smarter Balanced Assessment proficiency scores in Math and English Language Arts, grades 3-6 in Spring 2018, scored above district and state proficiency levels.
2. Edmonds Elementary School was recognized by the Center for Educational Effectiveness in 2017 and 2018 as a School of Distinction for sustained growth in Math and ELA Smarter Balanced Assessment scores over a five year period of time.
3. In grade 5, our proficiency scores for the Washington Comprehensive Assessment of Science was higher than district averages, Spring 2018.

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4. By the fourth grade, a majority of our students are reading at or above grade level based on classroom based assessments and/or district assessment (independent reading levels).
 5. We work as a building to implement and support Positive Behavior Interventions and Supports (PBIS) to promote and sustain a positive school culture. During the 2018-19 school year, we started collecting student behavior data (SWIS) and developed building wide cross-grade level Pods. We continue to promote the use of morning meetings and use district adopted social and emotional learning curriculum to support student growth.

Areas of Needed Growth

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. While our Smarter Balanced Assessment scores in Spring 2019 reached proficiency levels above district and state proficiency levels in all grade levels and content areas (Math, ELA and Science) the proficiency level growth on a year to year comparison has been relatively flat. There is room for growth in having more students reach proficiency especially in the areas of English Learners and Special Education. Overall, our growth in ELA was lower than growth in Math for Smarter Balanced Assessments, spring 2019. We believe this can be addressed through examining Common Core State Standards across content areas and vertical alignment across grades K-6 to target instruction.
 2. We have observed through SBA summative data, that current 5th and 6th grade students remain at approaching or below standard across two or three consecutive years of SBA assessment scores. We believe this can be addressed by knowing the relative strengths and lagging skills for students to target instruction and interventions connected to SBA content strands/targets.
 3. We have observed through district Literacy assessments that some students in primary grades 1-3 remain at approaching or below standard across two or three consecutive school years. We believe this can be addressed by knowing the relative strengths and lagging skills for students to target instruction and interventions connected to literacy. We can also use common math assessments across grade levels to understand student learning progress for targeted instruction and interventions.
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C. Additional Data Required

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

D. Third Grade OSPI Literacy Expectation

<p>What Percentage of Third Graders Met or Exceeded standard on the SBA ELA?</p> <p>83% of 3rd graders</p>	<p>If less than 60% of Third Grade students met or exceeded, a whole school intensive reading/literacy plan is required. (Mark YES OR NO by copying this symbol ☒ next to your selection.)</p> <p>Plan is required: YES <input type="checkbox"/> NO <input checked="" type="checkbox"/></p>
<p>If a plan is required for your building, add in your Third Grade SBA Claim Report Data (percentages met) below:</p> <p>Reading: Writing:</p> <p>Listening: Research/Inquiry:</p>	

Section IV: Theory of Action

Theory of Action

If we as a staff intentionally get to know our students on personal and academic levels and use this knowledge to engage students in differentiated learning activities; then we expect our students who have historically been approaching standard to subsequently meet standard in core content subject matter.

Rationale

To ensure student learning, staff must find the balance in understanding and knowing their instructional content while also knowing their students. Students learn through active intellectual content-based engagement. Teachers must find student content gaps or misunderstandings to plan effective and appropriate learning activities. Getting to know students and their lives outside of school (interests, family and cultural traditions, neighborhoods), considering non-English speakers, and students with other special needs, helps teachers to plan content lessons and identifying resources in order for all students to learn. (Charlotte Danielson TPEP Framework)

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

A. Whole School Achievement Goal(s)

Compared to 77% of 3-6 graders in Spring 2019, 79% of 3-6 graders will meet or exceed standard on the Smarter Balanced Math Assessment in Spring 2020.

B. Opportunity Gap Goal(s):

We believe that all students can learn and achieve success. We would like to close the opportunity gap for students who been approaching or below standard on their Math and/or English Language Arts Smarter Balanced Assessments (SBA) over a span of two to three years.

Currently 24% of 5th and 6th graders scored below standard on Math and/or ELA assessments compared to 76% of 5th and 6th graders who met standard on these same assessments. We plan to close the opportunity gap goal for the students scoring below standard by one-third resulting in 84% of the students meeting standard on SBA

assessments, Spring 2020. This plan includes the use of intervention small groups in addition to classroom instruction to address specific assessment target or learning strands.

C. Connections to Blueprint 2025 Metrics

Increased achievement in ELA, Math and Science

Section VI: Action Plan

Plan for 2019-2020

Key Improvement Action	Description	Timeline
Increase instructional practice in knowing our students	Our professional learning plan will focus on strategies to know our students socially and academically. This targets both classroom and specialist teachers in how we can use informal and formal ways to gather relevant information.	Ongoing through the 2019-20 school year with checkpoints in January 2020 and May 2020.
Increase differentiation of learning activities (based on student knowledge) to promote student learning	Our professional learning plan will focus on strategies of using student information to develop and target differentiated instruction and learning activities to promote student learning. This could include learning activities with multiple approaches or learning modalities and appropriate use of student groupings to support learning.	Ongoing through the 2019-20 school year using teacher evaluation cycles and PLC discussions
Increase in our belief that all means all - all students are our	Our professional learning plan will focus on strategies to increase an understanding of supporting and	Ongoing through the 2019-20 school year using PLC discussions,

students	knowing all students across the entire building	staff perceptual surveys, and teacher evaluation cycles
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Plan for Years 2020-21 and 2021-22:

We plan to build on our professional learning plan from year 1 to continue the instructional strategies of knowing our students personally and academically and differentiating instruction to meet student learning needs. The plan will develop in areas that were not fully adapted or successful from year 1 to continue positive forward momentum to develop staff instructional strategies to know students and apply this knowledge for targeted learning instruction. The plan will find ways to incorporate family survey feedback into our school based plan.

Section VII: Grade Level/Specialist/Department Goals

Grade Level Team: Kindergarten

Goal: If we as a Kindergarten team intentionally get to know our students on a personal and academic level and use this knowledge to engage students in differentiated learning activities, we will increase their phonological awareness skills, assessed by WaKids Objective 15.c, “Notices and discriminates discrete units of sound.”

We will measure this formatively by:

- Observation during guided reading groups
- Observation & anecdotal notes during phonics lessons
- Kindergarten Assessment Packet (District Created)

We will measure this summatively by:

- Kindergarten Assessment Packet (District Created)
- Acadience and PASI (District Assessment)
- WaKids Objective 15.c

Action steps we will take to meet our goal: (Include specific actions towards improving instructional practices must be included here)

- Add phonological awareness activities into morning meeting
- Include phonological practice activities into literacy stations
- Use phonological quick checks and practices throughout day (ex. Have students clap syllables in name to line-up for lunch)

Technology — this is how we will use technology to support meeting our goal:

Use district approved websites that offer phonological learning games.

Grade Level Team: 1st Grade

Goal: If we as a 1st grade team intentionally get to know our students on a personal and academic level and use this knowledge to engage students in differentiated learning activities, first grade students will show growth in producing a beginning, middle and end sections in their narrative writing.

We will measure this formatively by:

- Conference/observation notes during and after targeted learning activities
- Two to three on demand writing prompts for narrative writing

We will measure this summatively by:

- Pre and Post Writing Rubric from Lucy Caulkins
- Identifying students' beginning, middle and ending sections in their writing

Action steps we will take to meet our goal:

- Ongoing grade level team conferences to understand writing skill progression
- Ongoing grade level team conference to view and score student writing samples
- Target instruction to meet individual, small group or whole group learning needs

Technology — this is how we will use technology to support meeting our goal:

Document camera and projector to show class rubrics and student work

Grade Level Team Goal: 2nd Grade

Goal: Between September and November, students will show growth in at least one area of the narrative standard as measured by the narrative writing rubric found in Writing Units of Study.

We will measure this formatively by:

- Using curriculum provided writing checklists
- Conferring with students
- Using writing skill progression chart
- Anecdotal notes



We measure this summatively by:

- Using the grade level scoring rubric
- Students completing an on demand writing sample at the end of the school year

Action steps we will take to meet our goal:

- We will use the Writing Units of Study as an instructional material to help us focus on the Common Core State Standards.
- Using the CCSS will guide our instruction.
- We will show students how to assess themselves using the writing checklist.
- We will show students their beginning levels using the rubric and propose areas for growth for each student.
- After reviewing student work samples, we will evaluate our own instruction to target individual, small group or whole group interventions to promote student learning.

Technology — this is how we will use technology to support meeting our goal:

We will have students watch videos from the Reader’s Workshop online. We will use online resources as a supplement to the provided curriculum. We will also show videos to the kids of mentor text and see how readers can interpret written language.

Grade Level Team: 3rd Grade

Goal: From September 2019 to April 2020, students will utilize their expository writing skills to provide facts, definitions of science vocabulary, reasons, and examples in their scientific explanations. They will demonstrate this in their end of chapter and end of unit written assessments.

We will measure this formatively by:

- Amplify “On the fly” assessments
- Teacher anecdotal evidence from group/partner work
- Student contribution to whole class collective responses
- Evaluating entries in student journals
- Checklist to evaluate the quality of their response to include an answer about how or why something happens

We will measure this summatively by:

- Pre/Post Unit Assessments
- End of Chapter Assessments

Action steps we will take to meet our goal:

- Share instructional practices and adaptations used in curriculum presentation
 - Connect with instructional coach
 - Attend science trainings
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- Meeting collaboratively to calibrate papers between classrooms and by using curriculum anchor papers
- Create checklist merging Amplify goals with Lucy Calkins Writing Curriculum

Technology — this is how we will use technology to support meeting our goal:

Amplify digital resources (student projections, student apps on Clever)

Grade Level Team: 4th Grade

Goal: We as the fourth grade team will use leading data (pre assessment) to inform reading instruction including differentiation based on student's needs. With this instruction, we expect to see student growth in reading comprehension over the course of the year.

We will measure this formatively by:

- Reading Units of Study (RUoS) Pre unit assessments
- Teacher created mid unit assessments
- Smarter Balanced Assessment SBA Interim blocks
- Running Records of students who were below standard on 3rd grade SBA
- Benchmark Beginning of Year Reading assessment.

We will measure this summatively by:

- RUoS Post unit assessments
- ELA SBA Assessment, May 2020
- Benchmark End of Year Reading assessment
- Running Records of students who were below standard on 3rd grade SBA.

Action steps we will take to meet our goal:

- Pre assess students
- Teachers review assessment results together
- Teachers provide assessment results to students and teach students how to understand their score.
- Teachers teach students how to use rubrics and progressions to create goals in order to raise their scores to the next level of the progression (rubric).
- Mid unit assessment
- Repeat steps 2-4
- Post unit assessment
- Teachers review assessment results together and make instructional decisions together about following unit.

Technology — this is how we will use technology to support meeting our goal:

- SBA Interim test online assessment
- Benchmark Assessment on Google Forms

- Analyze results using Sheets

Grade Level Team: 5th Grade

Goal: We will use student opinion and Literary Essay on-demand writing at the beginning of the units to get to know the students and their capabilities regarding the use of evidence to support student reasoning. We will use initial science journal entries to determine students' level of explanation. We will also use a variety of reading strategies to help students support their thinking. Then we expect students to use these evidence statements in well-crafted written responses that include supporting details and reasoning for the use of those details.

We will measure this formatively by:

- Science on the fly quick assessment
- On-demand pre-writing prompt
- Interim pre-test

We will measure this summatively by:

- Post-assessment of opinion writing and literary essays
- Chapter and unit final explanations of the phenomenon in science
- Reading skill improvement assessments

Action steps we will take to meet our goal:

- Grade level communication for collaboration of materials and instructional strategies
- Determine most important aspects of curriculum resources (utilizing differentiated materials for students at, above, or below standards)
- Alter our instruction to meet student learning needs

Technology — this is how we will use technology to support meeting our goal:

- Interim testing online
- Google docs
- Amplify online

Grade Level Team: 6th Grade

Goal: We will get to know students and their understanding of rates and proportions through pre-assessment chapter tests and interim testing. Students will be able to meet the grade level standards for using rates and ratios in problem solving.



We will measure this formatively by:

- Pre-test for chapters 1 and 7
- Quick quizzes throughout chapters 1 and 7

We will measure this summatively by:

- Posttests with chapters 1 and 7
- Interim testing

Action steps we will take to meet our goal:

- Grade level communication for collaboration of materials and instructional strategies
- Continue connections back to Common Core State Standards
- Determine most important aspects of curriculum resources (utilizing differentiated materials for students at, above, or below standards)
- Create differentiated groups based on pre-unit assessments
- Target instruction to meet individual, small group or whole group learning needs

Technology — this is how we will use technology to support meeting our goal:

- Interim pre and post tests
- Quick quiz through Think Central
- Extension projects for students to create (google slides) regarding usage of proportions and unit rates in real-world scenarios

Specialist Goal: Library

Goal: If I, as a specialist, intentionally get to know my students on personal and academic levels and use this knowledge to engage students in differentiated learning activities, I am contributing to the effort of moving students who have historically been approaching standard to subsequently meet standard in literacy assessments.

I will measure this formatively by:

- Student and classroom observations
- Discussion and questioning techniques
- Presentations
- Reflections
- Interest surveys

I will measure this summatively by:

- Teacher's College Running Records
- DIBELS
- SBA

Action steps I will take to meet our goal:

- I will use Homeroom to identify the students I want to focus on.
 - I will review current and historical literacy assessments for these students.
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- I will intentionally engage students in discussions about reading preferences and interests
- I will use the idea that books can be windows and mirrors.
- I will informally survey students about their reading interests.

Technology — this is how I will use technology to support meeting my goal:

- Digital tools will be used to survey students; interact and collaborate with peers; and gather information.

Specialist Goal: Music

Goal: In Music, students will be able to identify standard notation, share their thinking about musical decisions, and improve their persistence and problem solving through group work and ensemble playing.

I will measure this formatively by:

- Using self-assessments (verbal, visual and occasionally written)
- Observations during activities
- Student and teacher questioning
- Collaborative activities
- Individual and partner reflections
- Rubrics and checklists
- Playing/singing/written quizzes.

I will measure this summatively by:

- Using playing/singing/written test
- Using student self-reflection

Action steps we will take to meet our goal:

- Create and use an effective system to record the data received from assessments
- Find, develop and use strategies for students to self-assess in music
- Plan when and what to assess for each grade
- Find, create, choose existing playing/singing/written quizzes and tests
- Use POD time for getting to know more students

Technology — this is how I will use technology to support meeting our goal:

- Use a microphone and/or hand puppets to encourage shy students to sing
- Use recording apps on the iPod or laptop to record group performances to listen to for self-assessment and reflection
- Use of whiteboards for writing notation
- Use pre-recorded music on iPod/Chrome Box/laptop and through the sound system to have students demonstrate they can listen and respond to steady beat
- Listen for examples of success criteria

- When working on composition use Chromebooks/Chrome Box to access, display and use music writing and music theory software.

Specialist Goal: Physical Education

Goal: If we as specialists intentionally get to know our students on personal and academic levels and use this knowledge to engage students in differentiated learning activities, we are contributing to the effort of improved achievement for all students. Students in Physical Education will be able to create fitness goals, have the opportunity to use problem solving skills and strategies and see the value of persistence and determination which will translate to similar skills in the classroom.

I will measure this formatively by:

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

I will measure this summatively by:

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

Action steps we will take to meet our goal:

- In order to get to know my students on a personal level, I will be more intentional about checking in with students on a daily basis during their P.E. specialist time and in the hallway when I pass by them or during Move 60 miles running club during lunch recess.
- I will also use the time that we see students during our school-wide POD time to get to know my individual K Pod group members on a more intimate level.
- In order to meet the specific P.E. goal, I will need to establish how I will regularly present my learning outcomes and lessons. I will make sure that my activities and lessons correlate with the stated outcomes and design effective assessments.

Technology — this is how I will use technology to support meeting our goal:

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

Specialist Goal: Special Education/EL/LAP for Kindergarten



Student Learning Goal: Between September and November, students will show growth in at least one area of the narrative standard as measured by the narrative writing rubric found in Writing Units of Study, individual student conferences, and teacher notes.

I will measure this formatively by:

- Using curriculum/grade level student checklists
- Conferring with students
- Using writing grade level scoring rubric
- Taking anecdotal evidence

I will measure this summatively by:

- Use the rubric provided for the Writing Units of Study
- End of year on-demand writing prompts

Action steps I will take to meet our goal:

- I will use the Writing Units of Study as an instructional material to help focus on the Common Core State Standards
- Using the CCSS will guide instruction
- I will show students how to assess themselves using the writing checklist
- I will show students their beginning levels using the rubric and propose areas for growth for each student.

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

We will have students watch videos from the Reader's Workshop online. We will use online resources to get the appropriate papers and books as supplements to the curriculum. I will also show videos to the kids of mentor text and see how readers can interpret written language.

Specialist Goal: Learning Assistance Program (LAP), 1st - 3rd Grades

Goal: If I, as a specialist, intentionally get to know my students on a personal and academic level and use this knowledge to engage students in differentiated learning activities; I am contributing to the effort of moving students who have historically been approaching standard to subsequently meet standard in reading.

I will measure this formatively by:

- Progress Monitoring with Acadience, PASI and PSI
- Individual and Group responses to Mastery Level questions on 95% Group curriculum levels
- Conversations with students about reading, as well as journal reflections on their growth and their thoughts about reading

I will measure this summatively by:

- Acadience Benchmark
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- PASI and PSI Benchmark assessments

Action steps we will take to meet our goal:

I will meet with students 5 days a week for 15-30 minutes pull out sessions in small groups. We will work on Phonological Awareness and Phonics skills. Instruction will be based on each students' specific needs and will change based on their progress and needs throughout the year. I will check in with students daily in our groups and every 3 weeks with Progress Monitoring. 3 times a year (Fall, Winter and Spring) all qualifying 2nd, 3rd and 4th graders will participate in an Acadience Benchmark assessment. All 1st graders, regardless of their Fall scores, will complete a Benchmark Acadience assessment in the Winter and Spring as well.

As a result of individual or group progress monitoring, I will alter my instruction and interventions to address student learning needs.

Technology — this is how we will use technology to support meeting our goal:

I regularly use technology to research best practices and new ideas for how to reach my students' needs. I also access curriculum materials using technology on a regular basis. This year I would like to incorporate a few lessons involving technology in small groups with my students. This may include listening to sounds and modeled examples of Phonemic Awareness and Phonics strategies.

