



Edmonds
SCHOOL DISTRICT

School Improvement Plan

School Name: Seaview Elementary

Year: 2019-2020

Section I: School Mission, Vision, and Demographics:

School Mission & School Vision:

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.

Our growth aim will be to increase student academic growth using Tier 1 interventions in all content areas with a focus on Reading and Writing. We will be collecting data on students, including students who are not showing adequate progress academically in Reading and Writing. Teachers will collaborate in professional learning communities to continue to study and gain knowledge of effective instructional strategies for all students (Tier 1), next steps implementation of strategies in their classrooms, resulting in student growth in all areas. Using Reading and Writing as the foundational (MTI assessments/Tracking) teachers will measure progress in alignment with district specific requirements. They will analyze growth in student work, pre and post assessment s, observational data, surveys. etc. Resources to meet our goals include research based instruction on learning from John Hattie, Charlotte Danielson, Responsive Classroom, Universal Design for Learning, Marzano, SIOP and GLAD.

School Demographics:

2019-2020 School Demographics

Group	Number of Students	% of Students	Group	Number of Students	% of Students
Enrollment (October)	436	NA	Two or More Races	64	14.68%

American Indian/Alaskan Native			English Language Learners	32	7.34%
Asian	24	5.50%	Homeless/McKinney-Vento	7	1.61%
Black/African American	9	2.06%	Low Income	105	24.08%
Hispanic/Latino	51	11.70%	Section 504	22	5.05%
Native Hawaiian/Other Pacific Islander			Students with Disabilities	84	19.27%
White	288	66.06%	Student Mobility	12	2.75%

Student, Family and Community Involvement in Plan:

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: (Did your school hit the target, why or why not? Include achievement result in relation to the goal, e.g. we said we'd hit 88%, we only hit 81% and here's why we think we didn't meet the goal we'd set.)
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	Our goal in 2018-2019, was to increase our student achievement percent from 67% to 75%. We did have growth however; our final percent did not meet our goal. We believe that the new requirements for SPED testing resulted in all IS students not making Proficient scores. Our SIP focus focused on creating High Engagement strategies within each classroom. Our OSPI Engagement Scores demonstrated the following high scores: 94% Attendance 94%, 39% High English Language Arts Growth, and 60% High Math Growth.

<p>the SBA Math Assessment</p>	
<p>Opportunity Gap Group Goal: EL Students - As a result of this action: Compared to 56% (14/25) of tested EL students meeting standard on the math portion of the SBA, in spring 2017, 64% (16/25) of tested students will meet standard on the SBA Math Assessment</p>	<p>All fifteen primary EL students made progress. Ten of our intermediates students were EL. Three of the ten EL intermediate students were in Intensive Support. One had an IEP for math.</p> <p>We did demonstrate growth with an increase from 56% to 60%, however we believe students with 504's and IEP's did not make the growth.</p>

How has the progress described above informed your school's improvement planning for this school year?

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. We have a solid primary literacy program that consistently supports all students' growth in learning to read. 62% of Kindergarten students are at core. 71% of first grade are at core and 54% of second grade students are at core. Benchmark Comprehension scores are showing progress for growth for grades 3-6. 38% of 4th grade students and 35% of 5th grade students are above standard in language and vocabulary. 37% of 4th and 5th grade students are above standard in Listening. This includes English Learners and students receiving special education services.

Areas of Needed Growth

1. Our intermediate literacy program does not consistently support students' growth in literacy in the ELA Targets consisting of editing and revision writing, research and inquiry, interpreting and integrating information and using evidence. Students who

receive EL/SPED services are not performing as well as their classmates. If a student is twice qualified, they are less likely to perform well on any state assessment.

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. Focus areas: Our analyses indicates needed improvement in literacy instruction for all of our students. As we examined this issue, we identified the following causes for our current results.

A. Lack of common assessments

B. Lack of implementation and consistent implementation of guaranteed and viable ELA curriculum.

C. Lack of Tier 1 instructional strategies, interventions, and differentiation

D. Inconsistent collaboration between special education, LAP, EL and classroom teachers to allow for coordination between classroom and pullout instruction. Our improvement focus will be to support our intermediate teaching staff's knowledge and skill development and to develop structures for more coordinated service to our students.

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:	

D. Third Grade OSPI Literacy Expectation (on elementary template only):

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.
--	---

67%	<p>(Mark YES OR NO by copying this symbol <input checked="" type="checkbox"/> 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 building instructors develop and implement targeted Tier I interventions in all classrooms, implement guaranteed and viable curriculum using common assessments, increase the quality of differentiated instruction and instructional alignment with professional development, coaching, collaboration, support and data use then students who performed below standard will show improvement in their abilities to meet standards.

Research based upon:

- Kentucky System of Interventions (KSI)
<http://www.education.ky.gov/KDE/Instructional+Resources/Kentucky+System+of+Interventions/>
- Academic & Behavioral Response to Intervention (ABRI)
<http://louisville.edu/education/srp/abri>
- National RTI Center <http://www.rti4success.org/>
- Kentucky Center for Instructional Discipline (KYCID) <http://www.kycid.org/>
- IRIS Center <http://iris.peabody.vanderbilt.edu/>
- Characteristics of Highly Effective Teaching & Learning (CHETL)
<http://www.education.ky.gov/KDE/Instructional+Resources/Highly+Effective+Teaching+and+Learning/HETL+Common+Characteristics.tm>
- What Works Clearinghouse
<http://ies.ed.gov/ncee/wwc/publications/practiceguides/>
- Hattie's Work 138 Influences Related To Achievement - Hattie effect size list.mht/

Rationale:

"The quality of a school as a learning community can be measured by how effectively it addresses the needs of struggling students." --Wright (2005)

"Rtl is the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals and applying child response data to important educational decisions." (NASDSE 2006)

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

Consider this section “under construction.” We want to see what comes from Blueprint 2025 and the measures included there (think current KPIs) before committing to a format for this. For now, be thinking in this way:

- A. Whole School Achievement Goal(s) — As a result of the actions included in the TOA, what gains in student outcomes do you hope to make. Choose specific assessments and determine the gains in achievement you want to see over the course of the next 3+ years.**

Grade	2018-19 Prior	2019-20 Year 1- growth	2020-21 Year 2 - growth	2021-2022 Year 3 - growth
Kindergarten: Acadience Sight Words ELPA 21 On-Demand Writing Running Records		ELA Overall 65% Fall SW 77%	ELA Overall 67%	ELA overall 69%
1: Running Records Acadience ELPA 21 On-Demand Writing District Comprehension Assessment	RR Spring 50%	RR Fall RR 58% Acadience 72%	RR Fall RR 58% Acadience 72%	TBD TBD
2: Running Records Acadience	RR Spring 50%	RR Spring 57% Acadience 59%	RR Spring 60% Acadience 61%	RR Spring 62% TBD



ELPA 21 On-Demand Writing Benchmark Comprehension Assessment	6 students 2 proficient 4 progressing			
3-6: SBA ELA Comprehension Running Records Acadience ELPSA 21 On-Demand Writing	Meeting Grade Level Standards in ELA 69%	Meeting Grade Level Standards in ELA 71% 80% Individualized Testing for focus students	Meeting Grade Level Standards in ELA 73% 82% TBD	Meeting Grade Level Standards in ELA 75% TBD TBD

B. Opportunity Gap Goal(s): Same as above, but for those subgroups of students not experiencing the same levels of success as “all students” or another comparison group.

Grade Individualized tracking of student progress	2018-19 Prior	2019-20 Year 1-growth	2020-21 Year 2 - growth	2021-2022 Year 3 - growth
Kindergarten: Acadience Sight Words ELPA 21 On-Demand Writing Running Records				
1: Running Records Acadience ELPA 21 On-Demand Writing District Comprehension Assessment				





<p>2: Running Records</p> <p>Acadience</p> <p>ELPA 21</p> <p>On-Demand Writing</p> <p>Benchmark Comprehension Assessment</p>				
<p>3-6: SBA ELA</p> <p>Comprehension</p> <p>Running Records Acadience ELPSA 21</p> <p>On-Demand Writing</p>				

C. Connections to Blueprint 2025 KPIs TBD

TBD

Section VI: Action Plan

Plan for 2019-20:

Key Improvement Action	Description	Timeline
<p>Goal 1: Increase all instructional staff capacity to support all students with Tier 1 instructional strategies.</p>	<p>Our professional learning plan will focus on developing and implementing targeted Tier 1 interventions in all classrooms.</p>	<p>Ongoing through 2019-20 school year</p>



<p>Goal 2: Implementation of guaranteed and viable curriculum using common assessments. Instructional alignment with ESD.</p>	<p>Teachers will learn new Tier 1 strategies using new curriculum and will consistently implement structures and practices to support balanced literacy for all students.</p>	<p>Ongoing through 2019-20 school year</p>
<p>Goal 3: Increase differentiated instruction.</p>	<p>Continuous professional development to learn skills and implement strategies to support all Tier 1 students as well as Tier 2 and 3.</p>	<p>Ongoing through 2019-20 school year</p>

Plan for Years 2 & 3:

2020-2021:

Year 2, we will increase our collaboration with Learning Support, LAP and families building a stronger partnership to increase student connected balanced literacy programs. We will continue to focus on increasing capacity to support our students who historically are not making ELA growth in ELA. Our professional learning plan will focus on increasing our understanding and skills in using instructional strategies that support all students using Tier 1 and 2 instructional strategies with grade-level content.

2021-2022:

Year 3, based upon the data we will make new enhanced goals, while continuing Tier 1 and 2 instructional strategies with grade level content.

Section VII: Grade Level/Specialist/Department Goals

Grade Level/Department/Team: Kindergarten - Amy Rust, Kristina LaBore, Julie Greathouse

Goal: All students will demonstrate growth in their ELA academic skills through intensive Tier 1 instructional strategies including but not limited to; 95% Group, Benchmarks, Phonics, Phonemic Awareness and Leveled Reading Groups.

We will measure this Formatively by:

Teacher observation checklists, progress monitoring, self-reflections, reading groups, student goal setting, Leadership Data Notebooks.



We will measure this Summatively by:

District Comprehension Assessment, Sight Word Assessment, 1 on 1 Teacher Assessment - Letter Names and Sounds, DIBELS (Acadience), Running Records.

Action steps we will take to meet our goal:

- Collaborate with the Kindergarten Team to discuss and implement our PLC instructional practices and strategies.
- Give pre-assessment for baseline data.
- Use assessment data to plan teaching strategies.
- Identify individual student level of mastery of reading skills.
- Create appropriate interventions for students.
- MTI 3 times a year collaborating with staff and implementing additional resources and strategies for students.

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

Students will use RAZ Kids, Scholastic Let's Find Out, and Imagine Learning (ELL) to increase ELA skills (Reading Focus)


Grade Level/Dept./Team: First Grade; Sean Murphy, Tricia Alseth, Brian Kelly


Goal: Between October 2019 and May 2020, all students in grade 1 will make growth in their reading standards based on Running Records, Benchmark Comprehension Assessment, First Grade Sight Words, Imagine Learning assessments and reading conferences.

We will measure this formatively by: using Running Records, comprehension assessments, reading groups and reading conferences.

We will measure this summatively by: Running Records, Acadience assessment.

Action Steps:

- Meet with first grade team to form our PLC with and ELA reading focus, increasing our instructional practice and strategies.
 - Discuss and Implement practices
 - Use Tier 1 strategies to increase students' abilities to participate in discussions and ask questions.
 - Teach academic vocabulary and language to increase students' abilities to participate in discussions and ask questions, increasing their ability to write and speak.
 - Use formative assessments to assess progress
- 

- 
- Create interventions for students
 - Discuss instructional strategies that worked and did not work. Implement strategies we can use in future practice.
 - MTI 3 times a year, collaborating with staff and implementing additional resources and strategies for students.

Technology-This is how we will utilize technology to meet our goal: Students will use Razkids, Benchmark Comprehension, and Imagine Learning to increase their ELA skills.

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

Student Learning Goal: This year our focus will be on increasing reading accuracy and comprehension.

We will measure this Formatively by: Formative growth will be measured by grade level ELA assessments, reading groups, reading conferences and Benchmark comprehension questions.

We will measure this Summatively by: Summative growth will be measured by grade level Acadience, Teacher College Running Records.


Action steps we will take to meet our goal:


- Give pre assessments for baseline data
- Use pre-assessment data to plan teaching strategies
- Create small groups based on needs
- Utilize resources such Learning Lab and the LAP program
- Teach academic language and vocabulary to increase students' abilities to participate in discussions
- Give post assessments (CSA)

Technology-This is how we will utilize technology to meet our goal: Students will use RAZ-kids, Epic!, Scholastic News, Imagine Learning to increase their ELA skills.

Grade Level/Department/Team: Third Grade: Suzannah Johnson, Kathrine Lowery, Erin Mustach

Goal: Between the months of October 2019 and May 2020, all students in grade 3 will demonstrate growth in their craft and elaboration writing skills according to Lucy Calkins scoring rubrics aligned to Common Core State Standards.





We will measure this Formatively by: observations, writer's workshop journal entries, writing conferences, Lucy Calkins writing checklists.

We will measure this Summatively by: Growth shown between unit pre and post-assessments using the 3rd grade Lucy Calkins scoring rubric.

Action steps we will take to meet our goal: We will meet collaboratively once monthly to discuss student progress, growth and next steps for achieving goals. We will use the Lucy Calkins Writing curriculum and scoring rubrics to drive our discussions and teaching decisions. We will conduct writing conferences with individual students.

Technology-

- Scholastic News-looking at exemplars for informational and persuasive.
- Moby Max language and vocabulary.
- Google classroom- word processing for published pieces


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

Goal: Between October 2019 and May 2020, all students in grade 4 will make growth in their reading standards based on Running Records, Benchmark Comprehension Assessments, and IAB's.

We will measure this Formatively by: teacher observation and discussion, exit tickets, reading logs/responses

We will measure this Summatively by:
Benchmark Comprehension test, Scholastic reading skills practice test

Action steps we will take to meet our goal:

- Meet with first team to form our PLC with an ELA Reading increasing our instructional practice and strategies.
 - Discuss and implement practices.
 - Give pre assessments for baseline data
 - Use pre assessment data to plan teaching strategies.
 - Use Tier 1 strategies to increase student's abilities to participate in discussions and ask questions.
- 

- Teach Academic Language/Vocabulary to increase student's abilities to participate in discussions and ask questions increasing their ability to write and speak grounded in evidence.
- Use formative assessments to assess progress
- Give post assessments
- Create interventions for students
- Discuss instruction that worked and didn't work and how I can use this learning in future practice
- MTI 3 times a year collaborating with staff and implementing additional resources and strategies for students.

Technology-This is how we will utilize technology to meet our goal: Scholastic News, Google Classroom, Read-works, Raz Kids, EPIC, IAB's

Grade Level/Department/Team: 5th Grade: Catherine Mathias, Linda Kendall

Goal: This year our focus will be on increasing focus will be on increasing ELA academic skills through intensive Tier 1 instructional strategies including but not limited to Running Records, Benchmark comprehension assessments (pre, mid and post), IAB interim assessments, and reading conferences. All students will demonstrate growth in their ELA abilities when reading, writing or speaking.

We will measure this formatively by:

Formative growth will be measured by grade level ELA assessments, reading groups, completed book summaries, RNB entries, reading conferences.

We will measure this summatively by:

Summative growth will be measured by grade level ELA SBA and IAB, Benchmark pre/post, TC Running Records.

Action steps we will take to meet our goal :

- Meet with first team to form our PLC with an ELA Reading increasing our instructional practice and strategies.
- Discuss and implement practices.
- Give pre assessments for baseline data and post assessments to assess progress
- Use pre assessment data to plan teaching strategies and create interventions.
- Use Tier 1 strategies to increase student's abilities to participate in discussions and ask questions.
- Discuss instructional strategies that worked and did not work, and how I can use this learning in future practice.

- MTI 3 times a year collaborating with staff and implementing additional resources and strategies for students.

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

Students will use RAZ kids, Benchmark Comprehension, Scholastic News, and Imagine Learning to increase their ELA skills. (Reading Focus), Read works, Google Classroom.

Grade Level/Department/Team: 6th Grade Jaime Perry, Nancy Losvar

Student Learning Goal:

This year our focus will be on increasing 6th graders' ELA writing skills in the genres of narrative, informational, and opinion writing, as well as editing skills AND integrating writing into science and social studies. We will increase ELA academic skills through intensive Tier 1 instructional strategies including, but not limited to, formative assessments, teaching mini-lessons to teach specific strategies, writer's notebooks, writing conferences and intentional grouping of students. All students will demonstrate growth in their ELA writing abilities.

We will measure this Formatively by:

Formative growth will be measured by ELA assessments, writing conferences, writing journals, writing groups, and checklists/rubrics from the Units of Study.

We will measure this Summatively by:

Summative growth will be measured by grade level ELA pre/post on-demand assessments.

Action steps we will take to meet our goal:

- Meet with our team to form our PLC with an ELA writing focus to increase our instructional practice and strategies.
- Discuss and implement practices.
- Give pre-assessments for baseline data
- Use pre-assessment data to inform/plan our teaching strategies
- Use Tier 1 strategies to increase student's abilities to participate in discussions and ask questions.
- Teach mini-lessons for specific strategies to strengthen writing
- Use formative assessments to assess progress and implementation of specific strategies taught
- Give post assessments
- Create interventions for students
- Discuss instruction that worked and didn't work and how we can use this learning in future practice
- MTI 3 times a year collaborating with staff and implementing additional resources and strategies for students.



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

Students and teacher will use a combination of Google Classroom, online research, Google Docs, Brain Pop, Ka hoot, IXL, Moby Max, Scholastic News, Flocabulary, Newsela

Grade Level/Department/Team: Richard Roark

Student Learning Goal:

This year our focus will be on increasing (Reading Focus) ELA academic skills through intensive Tier 1 instructional strategies including but not limited to Running Records, leveled reading groups, reading intervention with non-band orchestra students. ,. All students will demonstrate growth in their ELA abilities when reading in the curricular areas of science, language arts, and social studies.

We will measure this Formatively by:

Formative growth will be measured by grade level ELA assessments and independent work completion (book projects and in-class assessments).

We will measure this Summatively by:

Summative growth will be measured by grade level ELA pre/post On Demand assessment, Running Records, Moby Max reading levels, and Raz-kids levels.

Action steps we will take to meet our goal:

- Meet with first team to form our PLC with an ELA Reading increasing our instructional practice and strategies.
- Discuss and implement practices.
- Give pre assessments for baseline data
- Use Tier 1 strategies to increase student's abilities to participate in discussions and ask questions.
- Expose students to a variety of reading materials (fiction and non-fiction) in the subject areas of reading, writing (mentor texts), social studies, and science.
- MTI 3 times a year collaborating with staff and implementing additional resources and strategies for students.

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

Students will use RAZ kids, Benchmark Comprehension, and Amplify annotated reading practice.

