



**Edmonds**  
SCHOOL DISTRICT

# School Improvement Plan

**School Name: Beverly Elementary**

**Year: 2020-21**

## 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)	522	NA	Two or More Races	72	13.79%
American Indian/Alaskan Native	7	1.34%	English Language Learners	91	17.43%
Asian	48	9.20%	Homeless/McKinney-Vento	9	1.72%
Black/African American	49	9.39%	Low Income	219	41.95%
Hispanic/Latino	121	23.18%	Section 504	20	3.83%
Native Hawaiian/Other Pacific Islander	5	0.96%	Students with Disabilities	85	16.28%
White	220	42.15%	Student Mobility	9	1.72%

\*The data in this table is from the 19-20 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 2019-20 SIP.

<b>Goal (restate the goals, whole school and opportunity gap group goals)</b>	<b>Narrative Reflection:</b>
<b>Whole School:</b> As a result of the actions included in the TOA, compared to 47% of tested students in 3 <sup>rd</sup> -6 <sup>th</sup> 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	Due to the school closure last spring, we do not have SBA data to use to monitor our progress toward our goal. However, our school was able to pilot i-Ready reading all of last year K-6 so we do have data to look at. Unfortunately, the most reliable data that we have is from the Fall and Winter diagnostic assessment. While teachers made the diagnostic assessment available to students in the spring, students were in various stages of readiness for the assessment and many did not take it. In the fall, overall across the school, 31% of students were at risk of needing Tier 3 intervention and 43% needed Tier 2 interventions. This means that according to i-Ready only 26% of students K-6 were at grade level in reading. Our winter diagnostic assessment results showed significant improvement with 43% of students meeting grade level standards and only 20% at risk or needing Tier 3 intervention. That's a 17% increase in students meeting standards and an 11% decrease in the numbers of students needing Tier 3 intervention by the end of January. We project that those numbers would have continued to improve had students been in school. We suspect we may not have met our goal if SBA

	data were available but we feel strongly that we would have made gains.
<p><b>Opportunity Gap Goal:</b> As a result of the actions included in the TOA, compared to 5% of tested students receiving EL services in 3<sup>rd</sup>-6<sup>th</sup> 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%.</p>	<p>Due to the school closure last spring, we do not have SBA data to use to monitor our progress toward our goal. However, our school was able to pilot i-Ready reading all of last year K-6 so we do have data to look at. Unfortunately, the most reliable data that we have is from the Fall and Winter diagnostic assessment. While teachers made the diagnostic assessment available to students in the spring, students were in various stages of readiness for the assessment and many did not take it. Our i-Ready data from fall to winter for grade 3-6 show that we made very little progress with our EL students in reading. This indicates that we likely would not have met this goal.</p>

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

We continue to think that i-Ready is a strong assessment tool and a good support for students who need intervention. We are hopeful that most students continue to show strong growth on that measure as we continue to learn more about how to maximize our use of the assessment information and the supports available to students. While we were able to begin our work on understanding language acquisition and where our students are in their English language development, we still have work to do to improve our practices around supporting EL students in reading. This is expected as we didn’t finish the work we had planned last year in creating our non-negotiables for reading instructional blocks and we weren’t even able to start talking about academic discourse and supporting our EL students because of the COVID 19 school closure.

## **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 1<sup>st</sup> 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.
3. There is strong commitment by staff to learn and grow professionally. We were early adopters of i-Ready reading and staff agreed to attend all of the trainings last year outside of their regular day in order to be able to use it. They have taken on both reading and math this year and are excited to continue to learn how to use this data to inform their instruction and meet students where they are at as learners.

### **Areas of Needed Growth**

1. Our intermediate literacy program does not consistently support students' continued growth in literacy. While our 2<sup>nd</sup> 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.
4. Our i-Ready reading data from last year (2019-20) show very little growth for our EL students K-6 especially in grades 5 and 6 with nearly 100% of EL students reading below grade level.



**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. We were able to make some important inroads in this work in 2019-20 but have more to do.
- 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. We had just started this learning when schools were closed for the year in the spring of 2020. We anticipate getting back to this work this fall.
- 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. We had not yet started this learning when schools were closed in the spring of 2020.

### **C. Additional Data Required**

**State Participation Rate: 95% participation required**



<input type="checkbox"/> <b>Area of Strength (95% or more participation)</b>	<input checked="" type="checkbox"/> <b>Area of Opportunity (less than 95% participation)</b>
<p><b>If your participation rate is an area of opportunity, please describe your plan for increasing student participation during the school year:</b> The participation rate for our students with IEPs is the only area that fell below 95% in 2018-19 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.</p>	

**D. Third Grade OSPI Literacy Expectation:**

<p><b>What Percentage of Third Graders Met or Exceeded standard on the SBA ELA in 18-19? 51%</b></p>	<p><b>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 <input checked="" type="checkbox"/> next to your selection.)</b></p> <p><b>Plan is required: YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></b></p>
<p><b>If a plan is required for your building, add in your Third Grade SBA Claim Report Data (percentages met in 18-19) below:</b></p> <p><b>Reading: 74% at/near or above                      Writing: 74% at/near or above</b>  <b>Listening: 84% at/near or above                      Research/Inquiry: 73% at/near or above</b></p>	

**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 SIOP 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 31% of tested students in 1<sup>st</sup>-6<sup>th</sup> grade meeting standard in reading as measured by i-Ready Reading Diagnostic in the fall of 2020, 38% of tested students in grades 1-6 will meet standard in reading as measured by the i-Ready Reading assessment in the spring of 2021.
- B. Opportunity Gap Goal(s):** As a result of the actions included in the TOA, compared to 3% of tested students receiving EL services in 1<sup>st</sup>-6<sup>th</sup> grade meeting standard in reading as measured by the i-Ready Reading Diagnostic in fall of 2020, 13% of tested students receiving EL services in grades 3-6 will meet standard in as measured by the i-Ready Reading assessment in the spring of 2021. This will narrow the current opportunity gap of 34% to a gap of 24%.
- C. Connections to Blueprint 2025 Metrics:** Our school improvement goals are connected to the Blueprint 2025 goal of increased achievement in ELA.

**D. Social Emotional Learning Focus:** We will focus on student’s SEL needs in the following ways:

- Staff Meetings and Building Times:
  - Whole staff review of and interaction with Panorama Wellness Data and staff development on based on data outcomes
  - Continued focus on use of Responsive Classroom strategies
  - Embedded equity learning, sharing, and/or reflected in each staff meeting with a focus on recognizing and responding to racist incidents and/or microaggressions when they happen in the elementary classroom
- Staff Book Study Group: A book study opportunity will be available to staff using the book *So You Want to Talk about Race* by Ijeoma Oluo. Book studies will be offered on an ongoing basis with new title suggested by the group.
- PBIS/SEL Committee: The committee will monitor Panorama data to look for trends to be addressed at the school, classroom, or individual level and share ideas and strategies for supporting all students’ social-emotional needs.
- Student Attendance and Engagement Team: Admin, School Psychologist/Counselors, SinC, and FRA meet weekly to review the attendance and engagement data, develop intervention plans, and help to eliminate barriers to students’ attendance.

## Section VI: Action Plan

### Plan for 2020-21

Key Improvement Action	Description	Timeline
Implement school-wide consistent, calibrated, valid and reliable reading assessments and incorporate data into instruction	Teachers will learn and implement the use of Teachers’ College Reading Records and i-Ready Reading Diagnostic and progress monitoring. (Continued focus from 2019-20)	Ongoing through 2020-21 school year
Analyze and use ELPA21 and reading assessment data to differentiate instruction daily	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	Winter 2020-21

	meet student needs. Teachers will also learn about ELPA21 testing and scoring and better understand how students qualify for our EL program. (Review from 2019-20)	
Collaboratively develop a list of look-fors for effective reading instruction	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 <i>*This was just starting when schools closed. This will be the majority of our work this year.</i>	Winter/Spring 2020-21
Incorporate regular classroom walkthroughs using the collaboratively developed look-fors to give feedback on reading instruction	Begin the work of implementing the agreed upon non-negotiable elements of reading workshop into the daily reading instruction block. This goal will be directly supported by the professional development around the implementation of the Units of Study for Teaching Reading	Spring 2021 (pending return to in-person instruction)

### Plan for Years 2 & 3:

#### 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 comprehensible input and output.
- Continued implementation of research-based structures such as reading workshop and ensuring that each classroom has incorporated the essential elements of an effective workshop.
- Discussion and agreement around common academic vocabulary words and definitions that would support all students' success in demonstrating comprehension of what they are reading.

#### 2022-2023:

- 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>
<p><b>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.</b></p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Utilize Instructional Coaching</li> <li><input checked="" type="checkbox"/> Additional Learning Time within the School Day               <ul style="list-style-type: none"> <li><input type="checkbox"/> Before and After School Programs</li> </ul> </li> <li><input checked="" type="checkbox"/> Family Involvement at School (and outside of school)</li> <li><input checked="" type="checkbox"/> Targeted Professional Learning               <ul style="list-style-type: none"> <li><input type="checkbox"/> Professional Learning Communities</li> <li><input type="checkbox"/> Tutoring</li> <li><input type="checkbox"/> Other:</li> </ul> </li> </ul>	<p>Ongoing</p>
<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>	<p><b>Transition plan:</b> 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 card about what they tried and what worked for students who have struggled. Records are kept</p>	<p>Ongoing</p>

	by the school counselor of students who have been brought to the Problem Solving Team and the results and learnings from those meeting	
<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>	<ul style="list-style-type: none"> <li>• Letter home</li> <li>• Student, Parent, School Compact</li> <li>• Summer Packet for students</li> <li>• Report Cards</li> <li>• Progress Reports</li> </ul>	Throughout 2020-21 school year

## 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 students need more support and then determine activities that will give them 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:**

We use i-Ready, Starfall and other computer programs to improve reading skills. We will also use Seesaw to communicate progress and give strategies to parents.

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

**Student Learning Goal:** Between fall and spring, First Grade students will show growth in their independent reading levels.

**We will measure this formatively by:**

Reading levels will be measured by the district provided Teacher's College running records and the i-Ready reading program.

**We will measure this summatively by:**

The summative assessment will be completed by May 31, 2021.

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

Teachers will provide:

- targeted teaching for students in small reading groups
- provide book bags or online resources for students to read at level books
- have phonics and word work groups
- utilize learning support staff
- provide ongoing assessment

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

We will be using the following technology to support this learning:

- small group instruction
- individualize asynchronous activities on Seesaw
- collaboration with colleagues
- assessing students on zoom

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**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:**

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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 practice the target reading skills that are needed 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:**

- This school year is currently remote learning only, so all activities and assessment are done virtually through Zoom and Seesaw. Below are some specific ways technology will be used to meet our SIP 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.
- Running Records will be given virtually during individual or small group Zoom meetings.

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

**Student Learning Goal:** Between October and May students will increase their ability to use a variety of strategies to improve their reading comprehension and higher level thinking skills (inferring, comparing/contrasting, and predicting).

**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 Running Records and the i-Ready Reading Diagnostic.

**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.

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**Grade Level/Department/Team:** 4<sup>th</sup> grade

**Student Learning Goal:** Between October 2020 and June 2021, students will show growth in their reading levels.

**We will measure this formatively by:**

i-Ready Reading lessons, Anecdotal notes, Lucy Calkins Curriculum discussions, Daily Language Lessons, Wordly Wise lessons

**We will measure this summatively by:**

i-Ready assessments, Teachers College Running Records, Daily Language Assessments, Wordly Wise 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 i-Ready reading lessons. We have class lessons using Lucy Calkins adopted district curriculum, Wordly Wise lessons, and Daily language lessons. We utilize small group lessons to target specific goals for growth.

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

We will use the computers for class zooms, Epic, other online book resources (including digital classroom library), i-Ready, google slides, Newsela

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

**Student Learning Goal:** Students will show growth in an area of need in reading comprehension based on running records and 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
- 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 Learning Support and 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, Canvas, Kahoot, google slides, 1:1 laptops

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

**Student Learning Goal:** Students will use strategies to support their reading comprehension 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 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, i-Ready 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 EL, SPED, and one another and attend all provided professional development opportunities at Beverly. We 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.

