

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

School Name: Chase Lake Elementary

Year: 2016-2017

School Theory of Action/Target Area

If we, the Chase Lake Community, continue to refine our conceptual understanding of the K-6 critical math domains within a growth mindset culture and students engage in rigorous, meaningful mathematical experiences, then this will lead to improved mathematical achievement for all.

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

Compared to 46% of all students meeting standard on the Mathematics section of the SBA in Spring 2016, we will decrease the percentage of students below standard by 10% on the Mathematics section of the SBA in Spring 2017.

Achievement Gap:

- **Measurement/Assessment:** SBA Summative Mathematics

Student Group	Current % Successful	Goal % Successful
Comparison Group A Students with ELL Status	35% 15/43 Students	38.5%
Comparison Group B Students without ELL Status	50% 68/136 Students	55%
All Students	46% 83/179 Students	51%

Strategic Direction Focus Areas:

You may choose to select one or more of the other options in addition to Effective Learning for All Students.

- Effective Learning for All Students
- Equity of Opportunity
- P-3rd Grade Early Learning

Specific Strategic Direction Indicators of Focus:

% of 2nd grade students meeting standard on the 2nd grade math assessment in the spring

% of students meeting or exceeding grade level standards in mathematics (Smarter Balanced Assessment)

% of ELL students making adequate gains in learning English (WELPA/ELP21)

School Vision/Mission: Chase Lake strives to provide challenging school experiences that foster steady, continuous, satisfying progress for every child we serve

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School Demographics:

Student Demographics		
Enrollment		
October 2015 Student Count		387
May 2016 Student Count		385
Gender (October 2015)		
Male	220	56.8%
Female	167	43.2%
Race/Ethnicity (October 2015)		
Hispanic / Latino of any race(s)	99	25.6%
American Indian / Alaskan Native	2	0.5%
Asian	26	6.7%
Black / African American	48	12.4%
Native Hawaiian / Other Pacific Islander	3	0.8%
White	160	41.3%
Two or More Races	49	12.7%
Special Programs		
Free or Reduced-Price Meals (May 2016)	217	56.4%
Special Education (May 2016)	103	26.8%
Transitional Bilingual (May 2016)	90	23.4%
Migrant (May 2016)	1	0.3%
Section 504 (May 2016)	35	9.1%
Foster Care (May 2016)	N<10	
Other Information (more info)		
Unexcused Absence Rate (2015-16)	71	0.1%

McKinney-Vento	25	7%
Consolidated Health Services	23	6%
Title (K-4)	44	11%

Parent, Family, and Community Involvement in this Plan:

<ul style="list-style-type: none"> • Parent Advisory Group 	<ul style="list-style-type: none"> • Pre-K Partnership Math Event
<ul style="list-style-type: none"> • Parent Engagement Events at Grade Level 	<ul style="list-style-type: none"> • Volunteer/Community Orientation
<ul style="list-style-type: none"> • Kindergarten Jump Start Parent Academy 	<ul style="list-style-type: none"> •

Review and Analysis of Data: *Check all data reviewed and analyzed that determined your Strategic Direction focus area(s) and your school target*

- | | | |
|-----------------------------------------------------------|-----------------------------------------------------|-------------------------------------------------------------|
| <input checked="" type="checkbox"/> State Assessments | <input type="checkbox"/> AP/IB/CHS/Tech Prep | <input type="checkbox"/> Discipline Data |
| <input checked="" type="checkbox"/> District Assessments | <input type="checkbox"/> CTE Industry Certification | <input checked="" type="checkbox"/> Staff Perceptual Data |
| <input checked="" type="checkbox"/> School Assessments | <input type="checkbox"/> Graduation Rate | <input checked="" type="checkbox"/> Student Perceptual Data |
| <input checked="" type="checkbox"/> Classroom Assessments | <input type="checkbox"/> Attendance Data | <input type="checkbox"/> Parent Perceptual Data |
| <input type="checkbox"/> SAT/ACT | <input type="checkbox"/> Other: | |

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Summary of strengths or greatest progress based on the data:

- | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| • 71% of students performing at or above grade level on the Grade 2 Math Assessment 2015-16 |
| • 3 year data Grade 2 Math Assessment shows an increase percentage of students at or above standard each consecutive year (65%, 68%, 71%) compared to declining district results |
| • Higher percentage of students meeting standard in SBA Math Grade 3 (31% 2014-15 to 47% 2015-16) |

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

- | |
|--------------------------------------------------------------------------------------|
| 1. 47% of students performing at or above grade level in SBA Math all grades 2015-16 |
| 2. 35% of students in ELL performing at or above grade level in SBA Math 2015-16 |
| 3. 37% of students in 5 th grade meeting standard in SBA Math 2015-16 |

State Participation Rate: 95% participation required

X Area of Strength (95% or more participation)

Third Grade OSPI Literacy Expectation:

What Percentage of Third Graders Met or Exceeded standard on the SBA ELA? 43% Met or exceeded standard	If less than 60% of Third Grade students met or exceeded, a whole school intensive reading/literacy plan is required. Mark the appropriate box. <p style="text-align: center;">Plan is required: YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>				
If a plan is required for your building, add in your Third Grade SBA Claim Report Data (percentages met) below: <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">Reading: 47% at or near; 21% above standard</td> <td style="width: 50%; border: none;">Writing: 45% at or near; 17% above standard</td> </tr> <tr> <td style="border: none;">Listening: 68% at or near; 17% above standard</td> <td style="border: none;">Research/Inquiry: 51% at or near; 13% above standard</td> </tr> </table>		Reading: 47% at or near; 21% above standard	Writing: 45% at or near; 17% above standard	Listening: 68% at or near; 17% above standard	Research/Inquiry: 51% at or near; 13% above standard
Reading: 47% at or near; 21% above standard	Writing: 45% at or near; 17% above standard				
Listening: 68% at or near; 17% above standard	Research/Inquiry: 51% at or near; 13% above standard				

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

Continuous Improvement Process

The continuous improvement of public schools is essential in providing increased student performance and quality results. Innovative, exemplary, and research-based programs, coupled with professional development, focused and aligned resources, and community participation in decision making and planning are essential elements in improving schools.

The improvement process assesses the current reality of a school. It provides space for a school to identify its strengths as well as its opportunities for growth and improvement. The continuous improvement cycle allows for implementation of strategies, activities and assessments, and evaluates the school's progress toward achieving its focus and meeting its goals.

This tool is designed to be a living, breathing document that can be easily accessed, monitored and adjusted and emphasizes continuous growth allowing educators an opportunity to address immediate instructional and management issues by helping define and manage the variety of connections among people, resources, information and data. This process empowers educators and stakeholders to collaborate in order to help schools make data-driven, research-based decisions focused on making an unmistakable impact on how teachers teach and how students learn.

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School Name: Chase Lake Elementary

Year: 2016-2017

Grade Level/Department/Team: Kindergarten

Goal: Between September and May/June, students will be able to increase their use of number concepts and operations by using 1:1 correspondence when counting and pairing the numeral with the correct quantity to 20. We will relate the data to our Student Growth Goal as collected and documented in TSGold.

We will measure this Formatively by:

Student work, teacher informal observation, small group work, and unit tests.

We will measure this Summatively by:

Kindergarten counting assessment in September/October and May.

Action steps we will take to meet our goal:

They will have small group practice using various manipulatives, whole group Math Expressions lessons, and partner practice doing games.

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

Ixl and starfall on the computers and whole group lessons using the doc camera

School: Chase Lake Community School

Year: 2016-2017

Grade Level/Department/Team: First Grade

Student Learning Goal: Between September and May students will show growth with composing and decomposing numbers to 20. Students should increase fall target numbers by 2 to 3 levels.

We will measure this Formatively by:

*Periodic target number assessment for growth.

*Expressions unit tests that pertain to composing and decomposing numbers (Operations in Algebraic Thinking C.C.).

*Anecdotal notes during math workshop.

We will measure this Summatively by:

*Pre SBA End of Year K & Post-test End of Year 1st Grade for Operations and Algebraic Thinking, C.C..

*Target number assessment.

*1st grade math performance tasks.

Action steps we will take to meet our goal:

*Work with Julie Echols in vertical teams and grade level team.

*Collaborate with grade level partners to determine pre and post assessments.

*Students will participate in number-talks.

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

*Doc camera sharing student work.

*Students will be exposed to Moby Max or IXL with teachers receiving in-service to implement.

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School Name: Chase Lake Community School **Year:** 2016-2017
Grade Level/Department/Team: 2nd Grade Team Patti Boyle and Angie Currie

Goal: Between September and May second grade students will develop stronger place value understanding. Students will develop some of the skills needed to add and subtract 2 and 3 digit numbers with efficient strategies.

We will measure this formatively by:

Target Number/Fact practice and assessments. Observational data during classwork and workshop station sessions. Quick quizzes/Exit Slips. Math Expressions Unit Tests throughout the year.

We will measure this Summatively by:

Pre/Post Common Core Place Value Assessment and Pre/Post Edmonds School District Place Value Assessment.

Action steps we will take to meet our goal:

We will score summative tests together as a team, compare scores and adapt accordingly, plan workshop stations, and work Julie Echols our building coach.

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

Xtramath.org (math fact practice), IXL (practice), sharing ideas with each other, gathering ideas for workshop stations, and use SeeSaw as a way for students to share ideas and strategies with each other.

School Name: Chase Lake **Year:** 2016-2017
Grade Level/Department/Team: 3rd grade

Goal: Between the months of October 2016 and February 2017, the third grade team will meet 2x a to track data on student's fluency with multi digit addition. 80% of students will be able to complete 5 multi digit addition problems with 80% or above accuracy.

We will measure this Formatively by:

- Common Core aligned exit slips
- Small groups
- Whole group
- Alternative methods to complete problems

We will measure this Summatively by:

A post-assessment at the end of the multi digit addition unit.

Action steps we will take to meet our goal:

- Addition war
- Addition station
- IXL
- Xtra math

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

- IXL
- Xtra math to practice addition facts

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School Name: Chase Lake Elementary

Year: 2016-2017

Grade Level/Department/Team: 4th Grade

Goal: Between September and February, all students will show an increase in their ability to quickly recall multiplication and division facts. (For those students who receive the majority of their math instruction from Learning Support and who are working on addition and subtraction, their progress in these operations will be measured.)

We will measure this Formatively by:

Timed test data will be collected once a week. Students will take a weekly timed test, and both students and teacher will record the results. Once a month, the teacher will record the beginning-of-the-month and end-of-the-month data as a numerical increase or decrease.

We will also use observations—are students still struggling to figure out the basic facts and taking longer to tackle multi-digit multiplication and division work? Or do students have fact fluency? Are they able to build on that knowledge to solve multi-step problems and/or multi-digit computation without being slowed down by lack of fact fluency?

We will measure this Summatively by:

Once a month, the teacher will record the beginning-of-the-month and end-of-the-month data as a numerical increase or decrease. At the end of February, the data will be compared to the September data.

Action steps we will take to meet our goal:

Students will do strategy practice each day, making sure to deepen their understanding of multiplication and division situations. They will draw and verbally describe the factor-product relationship in multiple ways. Students will also work with a partner to get these facts “out” quickly once they’ve learned them.

Timed test data will be collected once a week. Students will take a weekly timed test, and both students and teacher will record the results. Once a month, the teacher will record the beginning-of-the-month and end-of-the-month data as a numerical increase or decrease. Students will also share with one another the progress they are making and set personal growth goals. Student scores on xtramath.org will also be displayed at least two times a week to discuss growth and promote goal-setting. Individual student progress is recorded within the xtramath program, showing how often students are using the program, the accuracy of their work, and the programs completed.

Technology- This is how we will utilize technology to meet our goal: Students will use xtramath to build their fact fluency, and they will use ixl.com to apply their knowledge and understanding of the multiplication and division facts.

School Name: Chase Lake Elementary

Year: 2016-2017

Grade Level/Department/Team: 5th Grade

Goal: 75% of the two 5th grade classes will make growth in their ability to multiply decimals to the hundredths place by June (2017).

We will measure this Formatively by:

Multiplying Decimals Pre-Test

Formative Assessments Throughout the Unit

We will measure this Summatively by:

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End of the Unit Test

Action steps we will take to meet our goal:

Teach the concepts using the Expressions Curriculum and the Engage New York Curriculum

Pull small groups as needed to address students' needs

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

Xtramath.com

Ixl.com

SBA Interim Assessments

School Name: Chase Lake Elementary

Year: 2016/2017

Grade Level/Department/Team: Grade 6

Goal:

Between October and May students will improve their ability to explain their math reasoning/thinking.

We will measure this Formatively by:

Student created rubric and observations

We will measure this Summatively by:

Beginning of the year Story Problem Pretest, Post test in March.

Action steps we will take to meet our goal:

We will review speaking/listening skills from Responsive Classroom. We will evaluate written responses, teach and encourage use of math vocabulary, provide students with math talk stems and work with Julie Echols to provide authentic problem solving situations.

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

Students will use Google Docs. Students will take online assessments and use Dan Meyers Math in Three Acts.

School Name: Chase Lake Community School

Year: 2016-2017

Grade Level/Department/Team: Intensive Support

Goal: From January to May, students will increase math skills per their IEP goals (ie 1:1 correspondence, base 10, addition and subtraction) based on collaboration with department team and district math coach including review of instructional practices and data collection.

We will measure this Formatively by:

Observation during math instruction including questioning and student feedback and teacher created assessment targeting specific skills (progress monitoring).

We will measure this Summatively by:

Assessment for report cards and present levels for IEPs in the area of math including teacher developed assessments.

Action steps we will take to meet our goal:

Small group instruction targeting specific goals and whole class lessons (ie calendar, math games etc) and bi-monthly collaborative meetings.

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Technology-This is how we will utilize technology to meet our goal: Students will access online math programs (ie Math IXL) to increase fluency and provide additional practice.

School Name: Chase Lake

Year: 2016-2017

Grade Level/Department/Team: DK Team

Goal: Beginning in October 2016, students will show growth in their understanding of more, less, and or same (as stated by K.CC.6 “identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting objects” by May 2017.

We will measure this Formatively by:

Teacher will collect regular informal and/or formal data during small and large group instruction, such as teacher observation, student work samples, use of manipulatives, questioning and student feedback, and or switch identification. Baseline data will come from the research based trajectory progress chart checklist, narrowed to the comparing and ordering number, pre and post.

We will measure this Summatively by:

Student will show growth in understanding of more, less and/or same by March 2017. Baseline data will come from the research based trajectory progress chart checklist, narrowed to the comparing and ordering number, pre and post.

Action steps we will take to meet our goal: Are actions steps are small group instruction targeting specific goals, whole class lessons, and bi-monthly collaboration times.

The DK team will meet regularly as a team to collaborate on math lessons that will most effectively teach more, less and same concepts, while also collaborating with the full time math coach. The DK team will adjust teaching strategies to meet the needs of students.

School Name: Chase Lake Community School

Year: 2016-2017

Grade Level/Department/Team: K-6 Learning Support

Goal: Between October and May, students will improve their ability to justify their thinking through written communication by using details in their narratives and using transition words and explanations that ‘paint a picture for their reader’ in their informative writing.

We will measure this Formatively by:

To establish a baseline, initial student writing samples (narrative and informative) will be collected prior to teaching each unit, and measured against a rubric.

We will measure this Summatively by:

At the end of each unit (narrative and informative), students will be given a writing assessment to measure growth, using a rubric.

Action steps we will take to meet our goal:

1. Collaborate with fellow Learning Support teachers to modify curriculum, gather resources and design lessons to meet the needs of learning support students.

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2. Collaborate with Learning Support teaching partner(s) to analyze student work samples and to calibrate scoring.

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

We teach writing in a small group setting. The use of a projector and document camera are useful for modeling the writing process and to increase focus among our students. The internet is used by teachers to introduce “realia” and build background information for our students. In addition, students learn typing skills in order to increase writing fluency. The use of word predict software increases access for students, allowing them to focus more on content. In addition, 5th and 6th grade students with Chromebooks use Google Docs and Google Classroom. This allows us to provide immediate feedback to students and helps engage them in lessons.

School Name: Chase Lake

Year: 2016-17

Grade Level/Department/Team: Elementary Librarians from 4-6 schools (Chase Lake, Brier, Maplewood, Meadowdale Elem, and others TBD).

Student Learning Goal: Between October and May, school librarians will collaborate to design, plan, implement, and assess meaningful learning activities that integrate the use of multiple resources for IS classrooms in their buildings, including Adaptive Interactive Books. Technology will be used to enrich instruction and link content to the students’ prior knowledge and life experiences. These resources and activities will engage students cognitively and build understanding.

We will measure this Formatively by:

Video tape
Teacher observation
Questioning
Exit/Admit Slips
Graphic Organizers
Think Pair Share

We will measure this Summatively by:

End of unit test/quiz
Video at beginning/video at end
Student self-evaluation

Action steps we will take to meet our goal:

- Sentence starters
- T-charts and guiding questions
- Teach computer skills
- Small and large group modeling/demonstration
- Take videos of kids working
- Create Adaptive Interactive Books – use with students then evaluate
- Create resources to use with IS classrooms

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

Music, videos, computers, projector, doc cam - to create resources, present information, share, and engage students in their learning.

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School Name: Chase Lake Elementary

Year: 2016-2017

Grade Level/Department/Team: PE and Music

Student Learning Goal: Students will be able to incorporate individual dance skills taught in previous grade levels to successfully perform traditional groups dances such as “Oh Johnny “ and “Solomon Levi” from December 5th and ending at the end of the Dance and Movement unit on December 16th.

We will measure this Formatively by:

Video tape sessions to inform dance skill instruction, based on needs of students.

Teacher observation.

Student self assessment

Classroom teacher observation

We will measure this Summatively by:

Take a video of groups at beginning of instruction for baseline, then have students self-assess once again at end of instruction for summative.

Students will self-evaluate using rubric based on 4th grade ELA Common Core.

Teacher will evaluate using rubric based on 4th grade ELA Common Core.

Action steps we will take to meet our goal:

Dance and movement instruction and presentation will take place in gym with PE and Music teachers.

- Teach skills in isolation before introducing structured dances-review free calls (explore physical movement)
- Small and large group modeling/demonstration
- Take a video of groups at beginning of instruction for baseline, then have students self-assess at once again at end of instruction for summative.

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

You tube for demonstration videos, video of previous years, wireless microphones, itunes and computer for music, LFD.

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

<i>Learning Opportunities for Students</i>	<i>Description of the Learning Opportunity</i>	<i>Schedule</i>
As part of progress monitoring, what are you doing to help students who are still not meeting proficiency?	1:1 assistance with volunteers, mentors, peer tutoring Small group instruction After school activities: Homework Club with a focus on 3-5 grade Growth mindset-motivational strategies Frequent assessments and progress monitoring using interim assessment block Content target interventions based on assessment data ELL Focus: Develop academic language	Multiple times per week Daily

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	Small group problem solving Opportunities for discussion and talk SIOP strategies Access to concrete materials/visual representation Computer based interventions Math vocabulary cards	
As part of progress monitoring, what are you doing for students who are meeting or exceeding standards?	Opportunities to peer tutor Small group instruction Extending problem solving/engaging tasks Computer based supports After school activities <ul style="list-style-type: none"> • Kid Wind Challenge • Boeing Science Club 	As needed 1X per week
Describe how your school addresses the physical, emotional, and intellectual safety conditions that allow for effective teaching and learning to take place.	Responsive Classroom strategies, including Morning Meeting, Closing Circle, and Interactive Modeling CARES Charter traits (cooperation, Assertion, Respect, Responsibility, Empathy, Self-Control) Chase Lake beliefs and expectations Safety Net Program to assess and respond to student and family basic needs Student Leadership Opportunities <ul style="list-style-type: none"> • 6th Grade Legacy Project • School Patrol • Spirit Club • Student Council • Assemblies • Reading 	Daily Weekly Varied

<i>Learning Opportunities Provided for Staff Specific to the School Target</i>	<i>Description of the Learning Opportunity</i>	<i>Schedule</i>
Whole staff learning opportunities to support the focus and intentionality of this Goal.	Professional learning focus: <ul style="list-style-type: none"> • Growth mindset • Build content expertise • Engaging mathematics instruction • Critical K-6 Math Domains Summer Learning at Math Launch Release time for math labs Engaging tasks Assessment literacy	Staff Meetings Building Days 2 days Varied

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	Number talks Math workshop Choral counting Number strings	
Small group, individual, voluntary learning opportunities to support the focus and intentionality of this Goal.	Student centered coaching Cycles of Inquire through the PLC process Collaborative time for grade level teams Access to resources through Google Classroom Sub release time	Varied

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

Third Grade OSPI Literacy Expectation <i>(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	Description of Intervention Practices	Monitoring Schedule
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.	<input type="checkbox"/> Use of a coach/coaches <input checked="" type="checkbox"/> Additional learning time within the School Day <input checked="" type="checkbox"/> Before and After School Programs <input type="checkbox"/> Family Involvement at School (and outside of school) <input type="checkbox"/> Targeted Professional Learning <input checked="" type="checkbox"/> Professional Learning Communities <input type="checkbox"/> Tutoring Title reading groups K-4	Varied
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?	Protocol in MTI Informal conversations Homeroom data Class placement cards Learning support tracking interventions PST Team Vertical grade meetings scheduled to support data sharing and transitions	Varied
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.	Conferences Classroom newsletters After school event to support Theory of Action and home learning Family Advisory Team	Varied