

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

School Name: College Place Elementary

Year: 2016-17

School Theory of Action/Target Area

If we, as staff, students, and community, continue to refine our conceptual understanding of the K-6 critical math domains and make sense of problems and persevere in solving them within a growth mindset culture while engaging in meaningful mathematical experiences and student driven learning, we will *lead mathematics improvement* and *expect improved math achievement* for all students.

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

Compared to 38% of all students meeting standard in Math on the SBA in 2016 , 44% of all students will meet standard on the Math SBA in 2017.

Achievement Gap:

- **Measurement/Assessment:** Math SBA

Student Group	Current % Successful	Goal % Successful
Comparison Group A Bilingual Education Students	14%	22.6%
Comparison Group B Non-Bilingual Education Students	50%	55%
All Students	38%	44.2%

Strategic Direction Focus Areas:

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

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- Effective Learning for All Students
- Equity of Opportunity
- P-3rd Grade Early Learning
- Graduates Who Are Ready for Life

Specific Strategic Direction Indicators of Focus:

At CPE our goal is always to ensure all students, no matter their race, ethnicity, or socioeconomic background achieve at or above standard. Our data indicates that unless we focus on our ELL students and students of Color, including students P-3, and find and implement practices that produce effective learning for all of our students, we will not produce graduates ready for life. We are a school community who sees that our mission is to educate all of our students and overcome the many barriers they face in order to provide them every option for their lives upon graduation from our school system.

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School Vision/Mission:

We must ensure a culture of mathematicians in our school that allows for all students to have access and equity to high-level, meaningful math learning experiences. We expect a culture of shared responsibility amongst staff, students and the whole school community to activate the belief that each student can learn and engage in rigorous, complex and standards-driven mathematics where both teachers and students embrace a growth mindset, where students make their thinking visible, and where the teacher intentionally guides students in using each other as resources, engaging in purposeful conversations that elevate student thinking in math and other content areas, while demonstrating growth from procedural fluency to conceptual understanding. Teachers facilitate math discourse that expects precise mathematical vocabulary, which is initiated with a question that allows for students to make sense of the math and engage in thinking and conversations that move their learning forward. Opportunities to justify thinking, reason and connect new ideas to mathematical understandings while using peers, technology, manipulatives and models as critical resources for deepening understanding. Through perseverance, productive struggle and a drive to build mathematical confidence for each and every student; we will lead mathematics improvement that our students not only deserve but expect for their future from all of us.

School Demographics:

Enrollment		
October 2015 Student Count		471
May 2016 Student Count		472
Gender (October 2015)		
Male	234	49.7%
Female	237	50.3%
Race/Ethnicity (October 2015)		
Hispanic / Latino of any race(s)	214	45.4%
American Indian / Alaskan Native	7	1.5%
Asian	28	5.9%
Black / African American	61	13.0%
Native Hawaiian / Other Pacific Islander	1	0.2%
White	114	24.2%
Two or More Races	46	9.8%
Special Programs		
Free or Reduced-Price Meals (May 2016)	360	76.3%
Special Education (May 2016)	55	11.7%
Transitional Bilingual (May 2016)	209	44.3%
Migrant (May 2016)	0	0.0%
Section 504 (May 2016)	9	1.9%
Other Information (more info)		
Unexcused Absence Rate (2015-16)	398	0.6%

Parent, Family, and Community Involvement in this Plan:

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Click here to enter text.

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 checked="" 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 checked="" type="checkbox"/> Attendance Data | <input type="checkbox"/> Parent Perceptual Data |
| <input type="checkbox"/> SAT/ACT | <input type="checkbox"/> Other: | |

Summary of strengths or greatest progress based on the data:

- Growth in 6th grade Math scores compared to the previous year.

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

- Math scores school wide.
- Math scores for ELL students and all students of color.

State Participation Rate: 95% participation required

<input checked="" type="checkbox"/> X 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: Click here to enter text.	

Third Grade OSPI Literacy Expectation:

What Percentage of Third Graders Met or Exceeded standard on the SBA ELA? 50%	If less than 60% of Third Grade students met or exceeded, a whole school intensive reading/literacy plan is required. Mark the appropriate box. Plan is required: YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
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If a plan is required for your building, add in your Third Grade SBA Claim Report Data (percentages met) below:

Reading: Click here to enter text.	Writing: Click here to enter text.
Listening: Click here to enter text.	Research/Inquiry: Click here to enter text.

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

These will be provided by October 31st.

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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?	<p>As a building we assess students at the beginning of the year on the previous years' end of the year standard. We identify students who are eligible for Title One intervention and use Title One resources that are available after required reading interventions are in place.</p> <p>In classrooms for math, we consistently assess students through pre and post unit assessments. We create intervention groups for students who do not meet standard and work in small groups with them to move them toward standard.</p>	Continuously

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	<p>As a one of the five Math Initiative schools, we have funding this year for intensive Professional Development in conjunction with The University of Washington. This has provided two full days of extra professional development for all staff this summer as well ongoing “Learning Labs” where teachers plan teach, assess, adjust, and reteach, based on immediate student learning data. This provides a model for teachers to adjust their instruction based on formative assessment using research based best practice. This, and other professional development around Math, is facilitated by an Instructional Coach and Administration.</p> <p>We are a Professional Learning Community who meet as grade level teams at least twice a month to participate in a cycle of inquiry based on student learning. We create common formative assessments based on grade level state and district standards. We then teach and assess students using the common assessment. We then analyze the assessment data and create interventions for students who have not met standards, and more importantly, analyze our own instruction to identify the instructional techniques and strategies that led to the most efficient learning so that we can repeat these practices and apply them to other areas if possible.</p>	
<p>As part of progress monitoring, what are you doing for students who are meeting or exceeding standards?</p>	<p>The processes above also address students who are meeting and exceeding the standards and we create interventions for these students that challenge and move their learning forward.</p>	<p>Continuously</p>
<p>Describe how your school addresses the physical, emotional, and intellectual safety conditions that allow for effective teaching and learning to take place.</p>	<p>We provide anti-bullying/problem solving instruction for our students during the first month of school. We also have started a book group that studies Responsive Classrooms techniques for building strong, caring, learning communities in the classroom. Teachers are applying their learning to their classrooms.</p> <p>Our students have opportunities for leadership through the following:</p>	<p>Continuously</p>

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	<ul style="list-style-type: none"> • Student Counsel • Stage Crew • Assembly Leadership • Recess conflict mediators • PE Helpers • Safety Patrol • Reading Buddies • Kindergarten Bus Helpers <p>In addition the Administration Team meets weekly to discuss students of concern and be provide support for students such as, Friendship Groups, Check Ins, Lunch Buddies, and other various interventions by the Dean for student behavior plans</p>
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<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.	<p>We are one of the 5 ESD Math Initiative Schools. This provides us with 2 days of intensive Math training in conjunction with the University of Washington this summer.</p> <p>It also provides each grade level at least 3 “learning labs” per year where teachers can work together to plan, teach, analyze, and apply best practice to a lesson as a model for what they will do daily in their classrooms.</p> <p>Our Instructional Coach and district math leaders, in conjunction with the University of Washington are also introducing and teaching teachers how to implement research based Instructional Strategies into their classrooms. At the district level this is called the Amazing Math Adventure and will be held 4 times this year. We will use our Professional Learning days for this at the building level.</p>	Continuous
Small group, individual, voluntary learning opportunities to support the focus and intentionality of this Goal.	As stated above, we are one of the 5 Math Initiative Schools in the district. This provides each grade level at least 3 “learning labs” per	Continuous

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	<p>year where teachers can work together to plan, teach, analyze, and apply best practice to a lesson as a model for what they will do daily in their classrooms.</p> <p>In addition, we are a Professional Learning Community based on the DuFour model where, teams plan a common assessment based on state standards, plan instruction, then teach and analyze the data from the assessment to identify students who need intervention, plan intervention, and identify effective practice.</p>	
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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
<p>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.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Use of a coach/coaches <input checked="" type="checkbox"/> Additional learning time within the School Day <input type="checkbox"/> Before and After School Programs <input checked="" 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 <p>We provide in school intervention for students whose reading and language assessments indicate they qualify for services in Title One reading and English Language Acquisition. We have created a schedule that ensures students receive core instruction in their classroom, ELL services, and Title One services if they qualify for all. We have Family Reading Nights for families in our schools where families are educated on how to effectively help their children improve reading skills, and we meet in the Fall, Winter, and Spring to analyze reading assessments and plan interventions for students.</p>	<p>We use the Title One plan provided by the district.</p>
<p>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?</p>	<p>We assess students every 4-6 weeks according to district ELL and Title One rules and, based on this assessment, exit students who have achieved to grade level and modify intervention. We also assess student reading</p>	<p>Continuous</p>

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	<p>levels 3 times a year and meet to collaborate on effective interventions for identified students below grade level.</p>	
<p>Describe your <i>Targeted Family Engagement Plan</i> (specifically K-4) that ensures two way communication between home and school regarding individual student progress, the interventions and strategies being used and strategies for improving the student's reading skills at home.</p>	<p>In October we invite families into classrooms where teachers provide information about grade level expectations and then educate parents on strategies they can use to help students achieve academic goals. We will do the same in February after report cards have been issued so that parents know where their students are relative to the grade level standards. We do this in lieu of our traditional Open House.</p>	<p>Continuous</p>