

School Name: Edmonds Elementary

Year: 2016-17

School Theory of Action/Target Area

If we as building instructors structure learning tasks that developmentally move students towards higher level thinking and discussions, require students to explain their thinking, and develop student perseverance; then our students will use problem solving strategies and demonstrate persistence when problem solving.

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

Compared to 67% of 3-6 graders in Spring 2016, 70% of 3-6 graders will meet or exceed standard on Smarter Balanced Math Assessment in Spring 2017.

Achievement Gap:

- **Measurement/Assessment:** Math Smarter Balanced Assessment (SBA)

<i>Student Group</i>	<i>Current % Successful</i>	<i>Goal % Successful</i>
Comparison Group A Non-Free and Reduced Lunch	74% of grades 3-6	77% of grades 3-6
Comparison Group B Free and Reduced Lunch Students	45% of grades 3-6	50% of grades 3-6
All Students All students	67% of grades 3-6	70% of grades 3-6

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
- Graduates Who Are Ready for Life

Specific Strategic Direction Indicators of Focus:

Students meeting or exceeding standard in Math assessments and growth over time. Assessments could include:

- Math Unit Assessments, grades K-6
- District math assessment, grade 2
- Smarter Balanced Math assessments, grades 3-6
- Smarter Balanced Interim Math assessments, grades 3-6

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School Vision/Mission:

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

School Demographics (2015-16 school year)

Student Demographics		
Enrollment		
October 2015 Student Count		350
May 2016 Student Count		354
Gender (October 2015)		
Male	180	51.4%
Female	170	48.6%
Race/Ethnicity (October 2015)		
Hispanic / Latino of any race(s)	35	10.0%
American Indian / Alaskan Native	3	0.9%
Asian	16	4.6%
Black / African American	16	4.6%
White	233	66.6%
Two or More Races	47	13.4%
Special Programs		
Free or Reduced-Price Meals (May 2016)	70	19.8%
Special Education (May 2016)	37	10.5%
Transitional Bilingual (May 2016)	24	6.8%
Migrant (May 2016)	1	0.3%
Section 504 (May 2016)	19	5.4%
Foster Care (May 2016)	N<10	
Other Information (more info)		
Unexcused Absence Rate (2015-16)	140	0.3%

Parent, Family, and Community Involvement in this Plan:

- Curriculum Night Presentation to families, September 2016
- PTA Board Meetings and General Meetings, ongoing during the school year
- Math Resource Night, date TBD
- Home and School Connections (parent conferences, classroom and school newsletters)
- Surveys (students and families)

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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 type="checkbox"/> Staff Perceptual Data |
| <input checked="" type="checkbox"/> School Assessments | <input type="checkbox"/> Graduation Rate | <input 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: | |

Summary of strengths or greatest progress based on the data:

- Smarter Balanced Assessment Data (Math): The percentage of our students meeting standard exceeded both school district and state percentage levels in grades 3, 5 and 6; spring 2016.
- Smarter Balanced Assessment Data (Math): For students meeting standard, the percentage of students exceeding standard was greater than the percentage of students meeting standard in grades 3, 5 and 6; spring 2016.
- Measurement of Student Progress (MSP) Science: The percentage of our 5th graders meeting standard exceeded school district percentage levels, spring 2016.
- Smarter Balanced Assessment Data (Literacy): The percentage of our students meeting standard exceeded both school district and state percentage levels in grades 3 and 6; spring 2016.
- District Literacy Assessments (Sight Words, Independent Reading Levels, Comprehension): The percentage of our students meeting standard exceed school district percentage levels in grades K, 1, 2, 3, 4, 5 and 6, spring 2016.

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

1. Increase the percentage of students in 2nd grade meeting standard on the district grade 2 Math assessment from 74% to 77%.
2. Close the achievement gap for students on Free/Reduced Lunch across all grade levels especially in district assessments and in state standardized Math assessments (SBA).
3. Continue to build on our building wide emphasis on Writing instruction (2015-16 school year) to continue developing students, grades K-6, as confident writers in the areas of development (craft and elaboration).

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State Participation Rate: 95% participation required

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:	
N/A	

Third Grade OSPI Literacy Expectation:

What Percentage of Third Graders Met or Exceeded standard on the SBA ELA? 89% of our 3rd graders met or exceeded standard on SBA ELA.	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 type="checkbox"/> NO <input checked="" type="checkbox"/>
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:

Grade Level Team: Kindergarten

Goal: Students will increase their ability to find a successful solution to grade level story problems (performance tasks) assessed by our Problem Solving Rubric, with teachers providing modeling and support for perseverance.

We will measure this Formatively by:

- Team Identified Story Problem Assessment (November & January)
- Creating Shapes using Manipulatives (November & January)
- Hide the Beans Assessment (November & January)
- Observations with student tasks in small and whole group
- Using curriculum “show what you know” (Unit Tests)

We will measure this Summatively by:

- Team Identified Story Problem Assessment (April)
- Creating Shapes using Manipulatives (April)
- Hide the Beans Assessment (April)

Action steps we will take to meet our goal:

- In October to November we will focus on grade level standards with the goal of students understanding the numbers 1-10.
- Throughout the year we will work on grade level standards with the goal of identifying and comparing two and three dimensional shapes.

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

- Starfall - Story Problems
- Think Central
- Illustrative Math
- ABCya.com

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Grade Level Team: 1st Grade

Goal: If we use the Depth of Knowledge wheel, we will transition students from level one tasks in math to level two and three tasks in math to move students towards higher levels of thinking and discussion. If we do this effectively, students will use problem solving strategies and demonstrate persistence when problem solving during math assessments and lessons.

We will measure this Formatively by:

- Exit tickets with self-reflection
- Quick quizzes
- Notes from student conferences

We will measure this Summatively by:

- Problem solving assessments from Expressions Math Curriculum to measure higher level thinking.
- Create and use a persistence rubric to be utilized by teacher/ students.

Action steps we will take to meet our goal:

- Meet to collaborate and create the exit tickets, checklist, and rubrics.
- Meet to track advancement of the Depth of Knowledge wheel level of assignments and reflect on student progress.
- Choose 3 units to focus on - Unit 3: Story Problems, Unit 5: Application of Place Value, Unit 6: Data and Comparison
- Determine questions for student conferences - "How did you solve it?" "How challenging was it for you?" "What did you do if you were stuck on the problem?"
- Use Problem Solving Check-list: General and Word Problem to incorporate in our problem solving instruction.

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

- Excel/ Google Sheets to track data.
- Document camera/projectors to guide whole class problem solving discussions.
- Internet for research for problem solving, rubrics, checklists, etc. as necessary.
- MobyMax as a student math station.

Grade Level Team: 2nd Grade

Goal: If we model problem solving strategies (teacher examples and student samples) and provide scaffolding and practice for higher level discussions (sentence starters, academic language) students will be able to use these problem solving strategies to demonstrate their understanding in math.

We will measure this Formatively by:

- Math unit pretests and quick quizzes.
- White board responses during whole class or small group math lessons.
- Math notebooks for recording strategies and understandings.
- Checking for understanding in independent (workbook) pages.

We will measure this Summatively by:

- Math Unit post-tests.
- Unit and district math performance tasks.
- Grade 2 End of Year (Spring) Math Assessment.

Action steps we will take to meet our goal:

- Model problem solving strategies regularly, emphasizing the use of numbers, words, and pictures to show thinking.
- Provide visuals with academic language and teach and practice math problem solving discussions.
- Use formative results to structure small group instruction for reteaching and enrichment.

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

- Moby Max math – students proceed at their own pace and level based on assessment.
- Document camera to display student examples for class discussion.

Grade Level Team: 3rd Grade

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Goal: Third grade students will be able to show their understanding, thinking, and perseverance through the completion of their math response journals.

We will measure this Formatively by:

- Checklists to evaluate quality of extended response (academic vocabulary, strategies applied, double-checking accuracy of work)
- Performance assessment utilizing SBA-like performance tasks
- Student created checklist for academic discussion

We will measure this Summatively by:

- Journal demonstrating growth in extended math responses (rubric)
- SBA math test scores

Action steps we will take to meet our goal:

- Using the Growth Mindset philosophy lessons to identify and demonstrate the trait of perseverance
- Providing modeling of math discussion techniques and strategies using sentence stems to promote critical thinking
- Checklist for peer discussions (releasing responsibility for independent practice)
- Peer evaluation and opportunities for elaboration of responses based on new learning
- Writing extended responses 1-2 times a week
- Completing monthly SBA-like performance assessment
- Maintenance of a math vocabulary journal

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

- Moby Max
- Growth Mindset teacher education webcasts
- Creation of google classroom to disseminate related educational support documents

Grade Level Team: 4th Grade

Goal: We will teach students key problem solving strategies and key mathematical vocabulary, to help them read and understand multi-step word problems. Students will be able to improve their perseverance to solve multi-step problems by showing their thinking through their written responses and self-reflection.

We will measure this Formatively by:

- Grade math journals
- Use rubrics created by the students with teacher input
- Shared goals and rubrics with parents
- Students self-assess their work
- Students discuss problem solving strategies with peers and teacher.
- Periodic quizzes to check for understanding

We will measure this Summatively by:

- Use Beginning of Year and End of Year math assessment.
- Teacher created tests
- Assessment given for strategies and standards taught.
- Every 6-8 weeks check progress on solving multi-step problems
- 6-8 week check for application of math skills
- SBA Interim assessments
- Use released test items as assessment for persistence and perseverance solving performance tasks

Action steps we will take to meet our goal:

- Set up problem solving journals (key problem solving strategies and math standards included)
- Teach questioning strategies and language used in math discourse
- Teach how to read a problem, determining important information

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- Teach each strategy and math standard separately
- Teach key problem solving vocabulary.
- Check for understanding through quizzes, tests, self-assessment, reflections and exit tickets.
- Test understanding and progress every 6-8 weeks, using multi-step performance tasks.
- Students reflect and share work with parents

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

- Google Classroom-used for assignments and resources
- Moby Max-independent math practice
- SBA Interim Assessments-assessments to monitor growth
- Related performance tasks online (benchmark and released SBA test items)

Grade Level Team: 5th Grade

Goal: We will teach students key problem solving strategies and key mathematical vocabulary, to help them read and understand multi-step word problems. Students will be able to improve their perseverance to solve multi-step problems by showing their thinking through their written responses and self-reflection.

We will measure this Formatively by:

- Grade math journals
- Use rubrics created by the students with teacher input
- Shared goals and rubrics with parents
- Students self-assess their work
- Students discuss problem solving strategies with peers and teacher.
- Periodic quizzes to check for understanding

We will measure this Summatively by:

- Use Beginning of Year and End of Year assessment.
- Teacher created tests
- Assessment given for strategies and standards taught.
- Every 6-8 weeks check progress on solving multi-step problems
- 6-8 week check for application of math skills
- SBA Interim assessments
- Use released test items as assessment for persistence and perseverance solving performance tasks

Action steps we will take to meet our goal:

- Set up problem solving journals (key problem solving strategies and math standards included)
- Teach questioning strategies and language used in math discourse
- Teach how to read a problem, determining important information
- Teach each strategy and math standard separately
- Teach key problem solving vocabulary.
- Check for understanding through quizzes, tests, self-assessment, reflections and exit tickets.
- Test understanding and progress every 6-8 weeks, using multi-step performance tasks.
- Students reflect and share work with parents

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

- Google Classroom-used for assignments and resources
- Moby Max-independent math practice
- SBA Interim Assessments & related performance tasks online-assessments to monitor growth

Grade Level Team: 6th Grade

Goal: Students will demonstrate higher level thinking skills and persistence while identifying the surface area of non-traditional 3-dimensional shapes.

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We will measure this Formatively by:

- Pre- and post-tests (provided in district adopted curriculum)
- Journal entries by individual students--assessed during class
- Quick quizzes--based on homework and classwork to check day-to-day understanding

We will measure this Summatively by:

- Unit test (provided in district adopted curriculum)
- Character box project

Action steps we will take to meet our goal:

- Directly teach vocabulary needed and measurements
- Teach students how to use a rubric to plan and implement a project
- Utilize small groups for differentiated instruction for students
- Collaborate during the unit to check on student understanding and make modifications

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

- Google classroom for journal entries and class interactions
- Google quizzes--give students faster feedback
- Student presentations explaining their projects--google slides

Department Goal: General Music

Goal: If I display posters about and include growth mindset and grit in my music lessons, have students set music goals, use quick self-assessments, and give opportunities for students to explain their thinking, my students will improve their persistence and problem solving in music.

We will measure this Formatively by:

- Using self-assessments (verbal, visual and occasionally written)
- Observation during small and large group activities
- Using student and teacher questioning
- Collaborative activities
- Individual and partner reflection
- Using rubrics and checklists
- Playing/singing/written quizzes

We will measure this Summatively by:

- Using playing/singing/written tests

Action steps we will take to meet our goal:

- Develop and/or choose existing rubrics
- Create and use an effective system to record the data received from assessments
- Create checklists of "look fors"
- Find, develop and use strategies for students to self-assess in music
- Plan when and what to assess for each grade
- Find, create or choose existing playing/singing/written quizzes and tests
- Find and use posters about growth mindset, problem solving and perseverance (grit)
- Gather resources and learn more about growth mindset and how to incorporate that into the curriculum

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

- Use the microphone as encouragement to not be afraid to sing alone
- Use the piano as a tool to learn how to read music
- Use recording device on iPod, phone or laptop to record group performances to listen back for self-assessment
- Use pre-recorder music on iPod and through the sound system to have students show they can listen and respond to steady beat (part of performing grounded in evidence) and for examples of success criteria

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- Use Internet-based videos on how to persevere or problem solve in music and also as examples of what the finished project can sound like when you do problem solve and persevere
- When working on composing music with older grades, use a Chromebooks to access and use music writing and music theory software

Department Goal: Learning Support

Goal: If I teach and model lessons on math problem solving and the growth mindset, my students will improve persistence by moving from solving simple equations showing little or no work to solving simple equations showing work in at least two ways.

We will measure this Formatively by:

- Classroom based observations
- Discussion and question techniques
- Exit slips
- Use of visual representations
- Student reflections and self-assessment

We will measure this Summatively by:

- Graded math assessments
- Math problem solving rubrics
- Student conferences

Action steps we will take to meet our goal:

- Show students how to perform these tasks with visuals and a variety of skill lessons.
- Students complete weekly assignments with expectation checklists.
- Meet with students and share how to do single and multiple step math problem solving as needed to meet this goal.

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

- Computer
- Video lessons
- Educational blogs

Department Goal: Library

Goal: If I, as the LIS, promote information literacy, students will have tools to support higher level thinking, perseverance; and problem solving strategies.

We will measure this Formatively by:

- Observations
- Questioning and discussions
- Exit slips
- Presentations
- Visual representations
- Student reflections and collaborative activities.

We will measure this Summatively by:

- Quizzes and/or unit tests
- Graded projects
- Online test scores

Action steps we will take to meet our goal:

Work collaboratively with other Library Information Specialists to develop a plan of implementation across the grade levels. I will then make sure my activities and lessons correlate with the stated outcomes and design effective assessments.

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

Students must know how to use technology hardware and software available to them. Digital tools will be used to produce and publish work; interact and collaborate with peers; conduct short research projects; gather information from multiple sources; access programs, apps and learning activities and retrieve information.

Department Goal: Physical Education

Goal: Students will be able to create fitness goals, have the opportunity to use problem solving skills and strategies and see the value of persistence and determination which will translate to similar skills in the classroom.

We will measure this Formatively by:

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

We will measure this Summatively by:

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

Action steps we will take to meet our goal:

- Establish how I will regularly present my learning outcomes and lessons.
- Make sure that my activities and lessons correlate with the stated outcomes and design effective assessments.

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

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

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?	<ul style="list-style-type: none"> • Guided instructional groups – teachers and/or Para Educators • Individual student assistance – teachers and/or Para Educators • Communication between parents, teacher, and student • Scaffold instruction • Provide additional opportunities for learning and demonstration of mastery • Afterschool enrichment club (based on funding source) 	MTI building meetings, 3x a year Ongoing progress monitoring with grade teams and building wide
As part of progress monitoring, what are you doing for students who are meeting or exceeding standards?	<ul style="list-style-type: none"> • Guided instructional groups – teachers and Para Educators • Provide additional opportunities to extend learning and rigor • Communication between parents, teacher, and student • Project based learning 	Ongoing progress monitoring in individual classrooms

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	<ul style="list-style-type: none"> • Peers teaching peers 	
<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 utilize a Positive Behavior Intervention Support (PBIS) program which reinforces school-wide expectations. Staff use common language to reinforce this.</p> <p>Building-wide use of Responsive Classroom Morning Meetings</p> <p>We plan to further explore Zones of Regulation to assist students with emotional regulation by building school-wide awareness and common language</p> <p>Regularly practice safety drills</p> <p>Develop possible use of Orca Learning Communities to teach and explore physical, emotional and safety conditions with students</p>	<p>Year-long work</p> <p>Ongoing</p> <p>Ongoing</p> <p>Monthly</p> <p>3x a year</p>

<i>Learning Opportunities Provided for Staff Specific to the School Target</i>	<i>Description of the Learning Opportunity</i>	<i>Schedule</i>
<p>Whole staff learning opportunities to support the focus and intentionality of this Goal.</p>	<p>Provide opportunity for a staff book study. This could include Charlotte Danielson’s Performance Tasks and Rubrics for Elementary Students</p> <p>Development of a Look-For Checklist for Principal, Teachers and Students</p> <p>Greater understanding of Depth of Knowledge to develop learning tasks</p> <p>Understanding and working with students of poverty – practices that work in other district elementary schools</p> <p>Professional development in the area of Student Engagement (Danielson Framework 3C) and Discussions/Questions (Danielson Framework 3B)</p>	<p>Ongoing throughout the school year using Building and Staff Meeting times</p>
<p>Small group, individual, voluntary learning opportunities to support the focus and intentionality of this Goal.</p>	<p>Encourage the use of designated Collaborative Time to focus on student engagement related to perseverance and higher level thinking skills</p> <p>Classroom visitations – in the building and possibly the district to foster communication, learning and application for instruction.</p>	<p>Use of designated Collaborative A and B weeks</p> <p>Ongoing</p>

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

Not Applicable for Edmonds Elementary

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 type="checkbox"/> Additional learning time within the School Day <input 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 type="checkbox"/> Professional Learning Communities <input type="checkbox"/> Tutoring <p>Click here to enter text.</p>	<p>Click here to enter text.</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>Click here to enter text.</p>	<p>Click here to enter text.</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>Click here to enter text.</p>	<p>Click here to enter text.</p>