

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

**School Name:** Madrona K-8

**Year:** 2016 - 2017

**School Theory of Action/Target Area**

**IF** we improve student performance in math K-8 and intentionally increase time for math,  
**THEN** we can close the current student performance gap between literacy and math.

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

3<sup>rd</sup> through 8<sup>th</sup> grade math students' performance will improve as demonstrated by TBD grade level tier 2 pre/post assessments, SBA math assessment and teacher survey documenting an increase in time dedicated to math (as measured by MTI, para time and time allocated in the classroom.)

**Achievement Gap:**

- **Measurement/Assessment:** Compared to 62% 3-6 and 57.1% 7-8 of all students meeting standard on the Math portion of the SBA Spring 2016, we will decrease the percentage of students below standard by 1.5% on the Math portion of the SBA in spring 2017.

<i>Student Group</i>	<i>Current % Successful</i>	<i>Goal % Successful</i>
<b>Comparison Group A</b> Students on Free and Reduced lunch.	SBA Math 3-6 @ 47.4% SBA Math 7-8 @ 32.5%	49% 34%
<b>Comparison Group B</b> Students not on Free and Reduced Meal Status	SBA Math 3-6 @ 65.1% SBA Math 7-8 @ 59.7%	66% 60.5%
<b>All Students</b> <b>3<sup>rd</sup> through 8<sup>th</sup> grade students</b>	<b>SBA Math 3-6 @ 62%</b> <b>SBA Math 7-8 @ 57.1%</b>	63.5% 58.5%

**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-3<sup>rd</sup> Grade Early Learning
- Graduates Who Are Ready for Life

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**Specific Strategic Direction Indicators of Focus:**

**% of students meeting or exceeding grade level standards in math (SBA) grades 3-8**

**School Vision/Mission:**

Awakening Minds, Nourishing Hearts, Cultivating Community

The world our children inherit – the opportunities they have, the dreams they live – depends upon the education we provide them. Our vision becomes their reality. To ensure this vision, each child must be given the best educational foundation our staff, parents, and community can offer.

**School Demographics:**

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<b>Student Demographics</b>		
<b>Enrollment</b>		
October 2014 Student Count		642
May 2015 Student Count		640
<b>Gender (October 2014)</b>		
Male	309	48.1%
Female	333	51.9%
<b>Race/Ethnicity (October 2014)</b>		
Hispanic / Latino of any race(s)	71	11.1%
Asian	60	9.3%
Black / African American	19	3.0%
Native Hawaiian / Other Pacific Islander	1	0.2%
White	414	64.5%
Two or More Races	77	12.0%
<b>Special Programs</b>		
Free or Reduced-Price Meals (May 2015)	81	12.7%
Special Education (May 2015)	92	14.4%
Transitional Bilingual (May 2015)	29	4.5%
Migrant (May 2015)	0	0.0%
Section 504 (May 2015)	33	5.2%
Foster Care (May 2015)	1	0.2%
<b>Other Information (<a href="#">more info</a>)</b>		
Unexcused Absence Rate (2014-15)	256	0.3%

Click here to enter text.

**Parent, Family, and Community Involvement in this Plan:**

- Parent funded para educator dedicated to math support
- Enrichment
- Math Night
- Homework Club
- Peer tutoring
- Study Hall

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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 type="checkbox"/> District Assessments             | <input type="checkbox"/> CTE Industry Certification | <input type="checkbox"/> Staff Perceptual Data   |
| <input 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 checked="" type="checkbox"/> Other:          |  |

**Summary of strengths or greatest progress based on the data:**

- |  |
|--|
| • Meet or exceed district performance on SBA         |
| • K-8 Staff consensus on student improvement in math |
| • Strong MTI model for math intervention             |
| • <a href="#">Click here to enter text.</a>          |

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

- |   |
|---|
| 1. Staff generated action research determined the need for increased time dedicated to math               |
| 2. Increasing opportunities for school-wide professional development and/or mentoring in math instruction |
| 3. Managing instruction in a multi-age program  |
| 4. Consistent and standard assessments for monitoring student progress                                    |

**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>
If your participation rate is an <b>area of opportunity</b> , please describe your plan for increasing student participation during the school year:	
Letter from administration encouraging those who previously opted out to participate in the fun.	

**Third Grade OSPI Literacy Expectation:**

What Percentage of Third Graders Met or Exceeded standard on the SBA ELA?	If less than 60% of Third Grade students met or exceeded, a whole school intensive reading/literacy plan is required. Mark the appropriate box.
81% met or exceeded standard	<b>Plan is required: YES <input type="checkbox"/> NO <input checked="" type="checkbox"/></b>
If a plan is required for your building, add in your Third Grade SBA Claim Report Data (percentages met) below:	
Reading: <a href="#">Click here to enter text.</a>	Writing: <a href="#">Click here to enter text.</a>
Listening: <a href="#">Click here to enter text.</a>	Research/Inquiry: <a href="#">Click here to enter text.</a>

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

Between October and May, primary students will show growth in participation of Number Talks as measure by record of teacher time devoted to Number Talks and anecdotal records of level of student participation. The teaching team will meet during available non-student time during the year to examine student work, calibrate expectations and monitor student progress.

Between October and May, intermediate students will show growth in participation of Number Talks as measure by record of teacher time devoted to Number Talks and anecdotal records of level of student participation. The teaching team will meet during available non-student time during the year to examine student work, calibrate expectations and monitor student progress.

Between October and May, identified middle school students will show improvement in self-discipline as related to homework completion measurements as kept by the students and teacher. The teaching team will meet during available non-student time during the year to examine student work, calibrate expectations and monitor student progress.

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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?	<ul style="list-style-type: none"> <li>Dedicating MTI resources to math support</li> <li>Parent funded para educator dedicated to math support</li> <li>Peer tutoring</li> <li>Attempt (hoped for district support) to identify normed pre/post assessments</li> <li>Utilizing the Interim SBA assessments</li> </ul>	3 times  Ongoing  Ongoing TBD  TBD
As part of progress monitoring, what are you doing for students who are meeting or exceeding standards?	<ul style="list-style-type: none"> <li>Advanced and extraordinary placement in higher grades</li> <li>Curriculum based pre/post assessments</li> <li>Multi-age structure requires teacher differentiation</li> </ul>	Spring and fall Ongoing  Ongoing
Describe how your school addresses the physical, emotional, and intellectual safety conditions that allow for effective teaching and learning to take place.	Choice and holistic program <ul style="list-style-type: none"> <li>Responsive Classroom</li> <li>Den</li> <li>Full-time school psychologist/counselor</li> <li>Intensive social skills support for identified students</li> <li>Recently restructured schoolwide behavior management plan (RC/PBIS hybrid)</li> <li>Emphasis on support of risk-taking (Carol Dweck)</li> <li>Emphasis on mindfulness and related practices</li> <li>Developmental consideration of student's academic and social placements</li> </ul>	Ongoing

<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.	<ul style="list-style-type: none"> <li>Professional Development with Number Talks trainers (in house)</li> <li>Math Leadership Team plans for non-student time</li> <li>Staff meeting</li> </ul>	TBD  TBD  TBD
Small group, individual, voluntary learning opportunities to support the focus and intentionality of this Goal.	<ul style="list-style-type: none"> <li>Levels Teams</li> <li>MTI groups</li> <li>Grade level collaboration</li> </ul>	Ongoing 3 times Monthly

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	<ul style="list-style-type: none"> <li>• Math Leadership Team plans and/or facilitates learning opportunities</li> </ul>	Ongoing
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**Action Plan for the School to Address the Third Grade OSPI Literacy Expectation:**

<b>Third Grade OSPI Literacy Expectation</b>		
<i>(The following information is required if less than 60% of Third Grade Students met or exceeded standards on SBA ELA)</i>		
<b>Intensive Reading and Literacy Improvement Plan</b>	<b>Description of Intervention Practices</b>	<b>Monitoring Schedule</b>
<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 type="checkbox"/> Use of a coach/coaches</li> <li><input type="checkbox"/> Additional learning time within the School Day</li> <li><input type="checkbox"/> Before and After School Programs</li> <li><input type="checkbox"/> Family Involvement at School (and outside of school)</li> <li><input type="checkbox"/> Targeted Professional Learning</li> <li><input type="checkbox"/> Professional Learning Communities</li> <li><input type="checkbox"/> Tutoring</li> </ul> <p>Click here to enter text.</p>	<p>Click here to enter text.</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>Click here to enter text.</p>	<p>Click here to enter text.</p>
<p><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></p>	<p>Click here to enter text.</p>	<p>Click here to enter text.</p>