

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

School Name: Spruce Elementary School

Year: 2016-2017

School Theory of Action/Target Area

If we, as staff, students, and community, in a **growth mindset** culture continue to refine our conceptual understanding of the **K-6 critical math domains and make sense of problems and persevere in solving them** while **engaging in** math experiences that allow students to solve complex math problems, explain their reasoning and engage in discussion using appropriate academic vocabulary, then we will *lead mathematics improvement and expect improved math achievement* for all students.

Whole School Achievement Goal-

Compared to 47.26% of assessed students meeting standard on the Math portion of the SBA from Spring 2016, 52.53% of assessed students will meet standard on the Math portion of the SBA for Spring 2017.

Achievement Gap:

- **Measurement/Assessment:** based on SBA Math for 3rd-6th grade Spruce Students.

<i>Student Group</i>	<i>Current % Successful</i>	<i>Goal % Successful</i>
Comparison Group A 3rd-6th grade Spruce Students who qualify for ELL services at Spruce	18.75% 12/64 passed	26.87% 17/64 will pass in 16/17
Comparison Group B 3rd-6th grade Spruce Students who do not qualify for ELL services at Spruce	55.26% 126/228 passed	59.73% 136/228 will pass in 16/17
All Students All 3rd-6th Spruce Students	47.26% 138/292 passed	52.53% 153/292 Ss will pass in 16/17

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:

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

- Students meeting or exceeding grade level standards in math (2nd grade math and SBA for 3rd-6th), and growth over time.
- % of staff trained in highly effective practices for engaging our students in math through the Edmonds School District Math Initiative.
- Attendance
- Survey regarding how well students feel connected to school in grade 4.
- Parent Satisfaction Survey

School Vision/Mission:

At Spruce we are compassionate citizens.

We are responsible and respectful even when it's not easy, even when no one is looking.

We have the courage to work for the common good.

School Demographics:

Enrollment: 571

Free/Reduced: 52.6%

ELL: 168 Students

Family MakeUp: 26% Hispanic/Latino; American Indian/Alaskan Native 0.2% 18% Asian; 14% Black/African American; Native Hawaiian/Pacific Islander 1.7%; White 32%; Two or more races 9%

Parent, Family, and Community Involvement in this Plan:

- Coffee & Cookies with the Principal meetings will be conducted monthly with both an academic focus in math in Mindset & Engagement and a logistical focus and responsiveness for the community.
 - October 12, November 9, December 14, January 11, February 15, March 1, April 19, May 17, & June 14
 - Principal and Coach will lead parents through a variety of tasks similar to what teachers experience in PD.
- 3 Learning Nights during the year (Fall, Winter, Spring) focused on Mindset, Engagement and engaging families with math content. An additional focus for families acquiring english on academic vocabulary with interpreters available.

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

- Focus on Math Learning at all school evening events when face time with parents is part of the evening.
- Spruce News, the school newsletter, with consistent focus on math and mindset with tips at home for maintaining a growth mindset when working on homework (though some classrooms are shifting thinking around homework).
- Spruce Website with focus on math and mindset with tips for families, videos or games that families can access from home.

Review and Analysis of Data:

Check all data reviewed and analyzed that determined your Strategic Direction focus area(s) and your school target.

- State Assessments
- District Assessments
- School Assessments
- Classroom Assessments
- SAT/ACT
- AP/IB/CHS/Tech Prep
- CTE Industry Certification
- Graduation Rate
- Attendance Data
- Other:
- Discipline Data
- Staff Perceptual Data
- Student Perceptual Data
- Parent Perceptual Data

Summary of strengths or greatest progress based on the data:

● Improvement of scores from Hispanic students meeting grade level standard in math. Slow and steady.
● Male and female are performing at similar levels in meeting grade levels standards in math.
● 4th, 5th & 6th Grade scores improved on the SBA ELA between 2014/15 and 2015/16

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

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

1.	ELL and Latino students perform significantly below all other student averages in Math
2.	2nd grade math scores are trending down over past three years.
3.	No growth shown across grades 3-6 in Math.

State Participation Rate: 95% participation required

€ Area of Strength (95% or more participation)	€ 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: Pending Direction from ESD

What Percentage of Third Graders Met or Exceeded standard on the SBA ELA? Click here to enter text.	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 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%;">Reading: Click here to enter text.</td> <td style="width: 50%;">Writing: Click here to enter text.</td> </tr> <tr> <td>Listening: Click here to enter text.</td> <td>Research/Inquiry: Click here to enter text.</td> </tr> </table>		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.
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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:

Pending completion of team growth goals.

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

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>
<p>As part of progress monitoring, what are you doing to help students who are still not meeting proficiency?</p>	<p>PLC's with focus in Math, looking at student work and making instructional decision based on data. Teacher engaging in learning, practice, coaching cycles in math instruction Intervention w/push-in, pull-out, Walk-to Problem-Solving Team (PST) Differentiate independent learning practice using</p>	<p>Continuous throughout the school year.</p>

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

	<p>technology. Scaffolded activities. Focus on rich learning that gives students opportunities to make their thinking visible.</p>	
As part of progress monitoring, what are you doing for students who are meeting or exceeding standards?	Focus on rich learning that gives students opportunities to make their thinking visible.	Continuous throughout the school year.
Describe how your school addresses the physical, emotional, and intellectual safety conditions that allow for effective teaching and learning to take place.	<p>Certificated staffing devoted to social-emotional work. Family Engagement Liaison Psychologist-Counselor (Kelso's Choices, KC's Choices) PBIS Character Education Morning Meeting Para III- Behavior Support</p>	Continuous throughout the school year.

<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.	Whole staff learning on Growth Mindset, k-6 Math Domains and Engagement.	Continuous throughout the school year.
Small group, individual, voluntary learning opportunities to support the focus and intentionality of this Goal.	<p>PLC's with focus in Math, looking at student work and making instructional decisions based on data. Teachers engaging in learning, practice, coaching cycles in math. Teachings engaging in Content Learning and Learning Labs to focus on K-6 Math Domains and instructional practices in the classroom.</p>	Continuous throughout the school year.

Action Plan for the School to Address the Third Grade OSPI Literacy Expectation: Pending direction from ESD

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

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)		
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"> € Use of a coach/coaches € Additional learning time within the School Day € Before and After School Programs € Family Involvement at School (and outside of school) € Targeted Professional Learning € Professional Learning Communities € 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>