

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

School Name: Seaview Elementary

Year: 2016/2017

School Theory of Action/Target Area

- If we intentionally expose our students to rigorous questioning that requires them to make sense of and understand problems posed in a variety of ways, and we continue to focus on increasing math talk within daily instruction, students will be able to persevere in solving problems and be better able to justify and explain their reasoning.

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

Compared to 59% of tested students meeting standard on the Math portion of the SBA in spring 2016, 63% of tested students will meet standard on the Math portion of the SBA in spring 2017.

Achievement Gap:

- **Measurement/Assessment:** [Click here to enter text.](#)

<i>Student Group</i>	<i>Current % Successful</i>	<i>Goal % Successful</i>
Comparison Group A Students not on F&R	66%	70%
Comparison Group B Students on F&R	43%	48%
All Students	59%	63%

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 grade-level standards in math (2nd grade math and state assessment grades 3 and up), and growth over time

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School Vision/Mission:

Seaview School is committed to developing leaders to **S.W.I.M.** on their own. **S** – Strive for Success, **W**—Work Together, **I** – Inspire Others, **M** – Make a Difference

School Demographics:

Student Demographics		
Enrollment		
October 2014 Student Count		375
May 2015 Student Count		365
Gender (October 2014)		
Male	195	52.0%
Female	180	48.0%
Race/Ethnicity (October 2014)		
Hispanic / Latino of any race(s)	42	11.2%
American Indian / Alaskan Native	1	0.3%
Asian	18	4.8%
Black / African American	10	2.7%
Native Hawaiian / Other Pacific Islander	2	0.5%
White	252	67.2%
Two or More Races	50	13.3%
Special Programs		
Free or Reduced-Price Meals (May 2015)	102	27.9%
Special Education (May 2015)	63	17.3%
Transitional Bilingual (May 2015)	26	7.1%
Migrant (May 2015)	0	0.0%
Section 504 (May 2015)	13	3.6%
Foster Care (May 2015)	N<10	
Other Information (more info)		
Unexcused Absence Rate (2014-15)	121	0.2%

Parent, Family, and Community Involvement in this Plan:

At Seaview we have an active PTA that is involved in providing feedback and making recommendations based on a draft SIP plan developed by staff. In the past we have provided an opportunity for parent feedback at a spring PTA meeting based on a draft plan. At this meeting they are able to ask questions and provide feedback. This will be done in the fall now and will be followed up by a series of parent coffees as an opportunity for additional parents to provide feedback. As part of our Leader In Me work we also have established a “Lighthouse Team” that is made up of staff and parents. This team provides feedback to staff and communicates to the community related to our Leader In Me work and the integration of this work to school wide goals will be a focus this year.

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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 checked="" 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 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: | |

Summary of strengths or greatest progress based on the data:

- | |
|---|
| • Every cohort made gains on SBA ELA from 2015 to 2016. |
| • 81% of students received 3 or 4 on problem solving in math in 1 st grade. |
| • 98% of students in kindergarten have met standard for reading comprehension and number sense base 10. |
| • 87% of second graders met standard in number sense and 83% met standard on district reading assessment. |

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

- | |
|--|
| 1. 1 of 3 cohorts made gains on SBA Math from 2015 to 2016. |
| 2. 4 th grade math the last two years has been low on SBA |
| 3. 5 th grade math the last two years has been low on SBA |
| 4. Click here to enter text. |

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? 70%	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. Listening: Click here to enter text. <div style="text-align: right;">Writing: Click here to enter text. Research/Inquiry: Click here to enter text.</div>	

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

School Name: Seaview Elementary

Year: 2016-2017

Grade Level/Department/Team: Kindergarten

Goal: Based on beginning of the year assessments in Number Sense; Counting and Cardinality (know number names and the count sequence), kindergarten grade level students will make improvement in Counting and Cardinality (know number names and count sequence) by the end of the school year.

We will measure this Formatively by:

Analyzing one on one assessments, monitor classwork and class observations to make instructional decisions on curriculum planning. Provide feedback that explains misconceptions and guide mathematical discussions.

We will measure this Summatively by:

Analyzing math pre and post-test, one on one assessments and performance tasks.

Action steps we will take to meet our goal:

Meet consistently at grade level to discuss students' progress and to make grade level math decisions of planning and assessing.

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

Using IXL program to enhance student learning in mathematics, using Aversision to display math concepts and to provide instructional videos on math.

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School Name: Seaview Elementary

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Grade Level/Department/Team: First Grade – Kelly, Murphy, Morgan

Goal: Compared to 59% of tested students meeting standard on the Math portion of the SBA in spring 2015, 63% of tested students will meet standard on the Math portion of the SBA in spring 2016. In grades K-2 we will use unit assessments and problem solving/performance tasks to parallel these same goals developed from SBA data.

We will measure this Formatively by:

Quick quizzes, common core cards, exit tickets, teacher observations, student conferences, white boards work

We will measure this Summatively by:

Applicable unit tests, Common Core cards

Action steps we will take to meet our goal:

Incorporate more open-ended problems, like “Question of the Week”. Provide more opportunities for students to share their thinking, do more modeling, Solve it 3 Ways, “Think It, Draw It, Solve It”, meet regularly to collaborate and share ideas

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

Use the resources like Think Central for performance tasks, use available Math sites like IXL to provide student practice at school and home

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School Name: Seaview Elementary

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Grade Level/Department/Team: Second Grade: Farrow and Cuenca

Goal: SG 3.1 Student Growth Goal (subgroup(s)): Students who have been identified as meeting “below grade level expectation” determined by Fountas and Pinnell reading levels and the DIBELS assessment, as defined by the Edmonds School District Implementation Guide, will increase their reading level from “below grade level” to “approaching grade level”. SG 6.1 Student Growth Goal (whole class): Students will increase their reading level from either “below grade level expectations” or “approaching grade level expectations” to “meeting or exceeding grade level expectations” as defined by the Edmonds School District Reading Implementation Guide.

We will measure this Formatively by:

The Second Grade will monitor student progress by using small, structured reading group assignments, one-minute timings, as well as observations from reading groups.

We will measure this Summatively by:

The students will be assessed using DIBELS, Fountas and Pinnell running records, as well as the Second grade district reading assessment.

Action steps we will take to meet our goal:

Teach reading skills in a small group setting which are created based on student performance level (ability-grouped). In addition, these students will work with parent volunteers and/or participate in the LAP reading program. Students will also track their progress in a Leadership Notebook.

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

We will utilize Raz-kids as well as have the kids listen to fluent reading at a listening center.

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Grade Level/Department/Team: 3rd grade

Goal: The third grade team will meet regularly from December until May for collaboration to discuss assessment data, reflect on student growth, (especially low income students) and determine next steps for achieving third grade math goals. These goals include: 1) Most students will fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division. 2) Most students will use multiplication and division within 100 to solve word problems in situations involving equal groups and arrays.

We will measure this Formatively by:

Growth will be measured using daily class activities, weekly Rocket Math quizzes, quick quizzes, exit tickets, Moby Max and IXL assignments and observation.

We will measure this Summatively by:

Growth will be measured by using unit 7 and 9 pre and post tests and quick quizzes and growth over time of fact fluency shown on Moby Max and Rocket Math.

Action steps we will take to meet our goal:

We will meet collaboratively bi-monthly during our collaborative meetings to discuss third grade student progress, growth and next steps for achieving math goals. We will use the district adopted curriculum as well as other supplementary resources to teach fact fluency, multiplication and division strategies and concepts and use small guided math groups as necessary based on student needs.

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

Moby Max and IXL regularly.

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School Name: Seaview

Year: 2016-2017

Grade Level/Department/Team: 4th Grade

Goal: By the end of the year, 80% of students will score a 3 or 4 in Problem Solving assessments given in class Math

We will measure this Formatively by:

Biweekly problem solving, short problem (Read it, Draw It Solve it, or P.O.W. Problem of the Week or Problem Solver or GSE Live Binder 4th Grade)

We will measure this Summatively by:

Interim Problem Solving for the SBA,

- Zoo problem
- Pattern block problem
- How Animals jump

Action steps we will take to meet our goal:

Give weekly problem solving questions that we discuss in class

Biweekly Longer problem solving that we grade and discuss student progress during collaborative time

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

Practice SBA Interim tests on line

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School Name: Seaview Elementary

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Grade Level/Department/Team: 5th Grade

Goal: By applying their understanding of fractions and fraction models, students will be better able to solve fraction addition and subtraction problems.

We will measure this Formatively by:

- *pair-share
- *thumbs up/ thumbs down
- *math notebooks
- *exit ticket

We will measure this Summatively by:

- *pre and post fraction assessment
- *pre and post unit 5 test
- *quizzes

Action steps we will take to meet our goal:

- *grade level planning and assessing
- *use a variety of strategies (visual models, videos...)
- *student check-list (self-assessment)
- *resources in student notebooks)
- *small group support

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

- *IXL
- *Moby
- *online video resources (Learn Zillion, Khan Academy) for instruction and student resources
- *online research for resources that support instruction

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School Name: Seaview

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Grade Level/Department/Team: 6th grade

Goal: Most (85%) of the students in 6th grade will increase their ability to “Apply and extend previous understandings of arithmetic to algebraic expressions” (6.EE). From January to March the 6th grade team will communicate regularly to look over and discuss student assessment data and plan next steps for instruction. Using pre and post unit tests, exit slips, SBA Interim assessments, and student self-assessments we will track and monitor student progress to guide our regular discussions.

We will measure this Formatively by:

Pre- Unit 5 test, Pre-SBA interim assessment, exit tickets, quick quizzes, observation, small group work

We will measure this Summatively by:

Post-unit 5 expressions test and post-SBA interim assessment block (expressions and equations)

Action steps we will take to meet our goal:

Give the pre unit and SBA test before the unit begins

Bi-weekly emails/communication on lessons and quick quizzes

Record sheet of test and quick quiz scores

Observational notes

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

SBA interim assessment, assign MobyMax lessons that correlate to the expressions and equation unit, IXL for specific practice, track data and collaborate via google docs and email

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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?	Small group Teach problem solving steps Expose students to open ended questioning/ prompts Model how to explain thinking Practice with a variety of types of problem solving	Monthly, Collaborative Time
As part of progress monitoring, what are you doing for students who are meeting or exceeding standards?	Provide opportunities for above grade level work, Provide opportunities to share thinking and support other students. Utilize online resources such as IXL and Moby Max to extend learning. Provide problems or tasks with similar content but different entry points for students.	Monthly, Collaborative Time
Describe how your school addresses the physical, emotional, and intellectual safety conditions that allow for effective teaching and learning to take place.	Clear behavior expectations, matrix structure in place, and taught to all students. Leader In Me & Leadership (3 focus areas) <ul style="list-style-type: none"> • Common language of the 7 Habits being taught to all students K-6 and 	BOY and December training of all staff. Monthly meetings with

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	<ul style="list-style-type: none"> • 7 Habits visually represented throughout school Provide leadership opportunities for students to help them become more connected to school. Includes “Leadership Day”	staff to review behavior statistics and share Leader In Me ideas/successes. Monthly “Lighthouse Team meetings.
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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.	Collaborative time: Refine math performance tasks and reflect on student progress by looking at student work. Learn more about engagement strategies for supporting F&R opportunity gap population. Studying portions of <u>Engaging Students With Poverty In Mind</u> , Eric Jensen. Learn more about resources such as Engage NY and 3 Act Tasks to support student engagement in math.	Staff meeting and building professional development time.
Small group, individual, voluntary learning opportunities to support the focus and intentionality of this Goal.	Continue work with tracking student progress in collaborative time linked to student growth goals. Ensure planned opportunities for questioning and discussion within math lessons and supporting students with tasks similar to curriculum but phrased or formatted in different ways.	Monthly, collaborative time

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.	<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 	Click here to enter text.

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	<input type="checkbox"/> Tutoring Click here to enter text.	
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?	Click here to enter text.	Click here to enter text.
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.	Click here to enter text.	Click here to enter text.