

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

School Name: Beverly Elementary

Year: 2016-17

School Theory of Action/Target Area

If we:

- Deepen our understanding of what student engagement looks like
- Deepen our understanding of the Common Core math standards and math practices
- Collaborate with grade level teams to develop assessments that are aligned with CCSS and use them to guide instruction
- Intentionally engage our students by providing rigorous tasks that require them to communicate their thinking to make sense of problems

Then our students will be better able to:

- Make sense of problems and persevere in solving them. (CCSS-M1)

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

Compared to 47% of tested students 3rd-6th grade meeting standard on the math portion of the Smarter Balanced Assessment in spring of 2016, 52% of tested students 3rd-6th grade will meet standard on the math portion of the Smarter Balanced Assessment in the spring of 2017.

Achievement Gap:

- **Measurement/Assessment:** SBA Math

<i>Student Group</i>	<i>Current % Successful</i>	<i>Goal % Successful</i>
Comparison Group A Students not receiving Special Education Services	54%	58%
Comparison Group B Students receiving Special Education Services	13%	21%
All Students <small>Click here to enter text.</small>	47%	52%

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

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Specific Strategic Direction Indicators of Focus:

Academic Achievement:

- Students meeting or exceeding grade level standards in math (2nd grade math and state assessment grade 3 and up) and growth over time.

Employee: Equity, Effectiveness, and Training

- % of staff engaged in equity and inclusive classroom practices professional development
- % of staff trained in highly effective practices for engaging our students

School Vision/Mission:

Beverly Elementary School exists to meet the academic and social-emotional needs of our students and families by continuously improving our instruction, intervention, and interactions.

School Demographics:

Student Demographics		
Enrollment		
October 2015 Student Count		553
May 2016 Student Count		558
Gender (October 2015)		
Male	279	50.5%
Female	274	49.5%
Race/Ethnicity (October 2015)		
Hispanic / Latino of any race(s)	131	23.7%
American Indian / Alaskan Native	5	0.9%
Asian	58	10.5%
Black / African American	36	6.5%
Native Hawaiian / Other Pacific Islander	13	2.4%
White	240	43.4%
Two or More Races	70	12.7%
Special Programs		
Free or Reduced-Price Meals (May 2016)	248	44.4%
Special Education (May 2016)	73	13.1%
Transitional Bilingual (May 2016)	102	18.3%
Migrant (May 2016)	0	0.0%
Section 504 (May 2016)	29	5.2%
Other Information (more info)		
Unexcused Absence Rate (2015-16)	434	0.6%

Parent, Family, and Community Involvement in this Plan:

- Equity Team
- PTA Board Meeting

Review and Analysis of Data:

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

Summary of strengths or greatest progress based on the data:

• Approximately 60% of 3 rd graders met standard on both the ELA and Math portions of the SBA
• 80% of 2 nd graders have met standard on the 2 nd grade math assessment for the past 3 years
• 86% of 1 st graders met standard on the 1 st grade reading assessment
• 80% of kindergarteners met the readiness standard in literacy at the beginning of the year

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

1. Overall, 48% of all students taking the ELA SBA did not meet standard
2. Overall, 53% of all students taking the Math portion of the SBA did not meet standard
3. 32% of kindergarteners did not meet the readiness standard in math at the beginning of the year
4. The percentage of students with a 90% attendance rate has dropped by 3% since last year.

State Participation Rate: 95% participation required

<input checked="" type="checkbox"/> 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? 60.8 %	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. Writing: Click here to enter text. Research/Inquiry: Click here to enter text.	

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

School Name: Beverly Elementary

Year: 2016-17

Grade Level/Department/Team: Kindergarten

Goal: By the end of the year, 75%-85% of students will correctly identify shapes regardless of their orientation or overall size (squares, triangles, circles, rectangles and hexagons, spheres, cones, cylinders, and cubes.) as measured by multiple summative and formative assessments.

We will measure this formatively by:

- Small group instruction
- Informal Observation
- Checks for understanding

We will measure this summatively by:

- Using the kindergarten geometry assessment. Students will be measured Fall/Winter/Spring.

Action steps we will take to meet our goal:

We will meet as a grade level to discuss and analyze data collected. We will use this information to create flexible groupings, mini lessons tailored to the needs of our kids, and engaging lessons. In addition to this we will collaboratively determine interventions for students performing below grade level as well as engaging tasks to challenge students performing above grade level.

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

Chrome books will be used by students individually, accessing programs with specific geometry instruction.

School Name: Beverly

Year: 2016-2017

Grade Level/Department/Team: First Grade

Goal: Students will make growth in their abilities to fluently recognize the parts of a number to 10.

CCSS.MATH.CONTENT.1.OA.C.6

Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).

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We will measure this formatively by:

Workbook and homework pages
Whiteboard work
Math talks
Hide Assessment (Kathy Richardson) Pre/Mid
Rocket Math
Flash cards
Anecdotal Notes

We will measure this summatively by:

Pre and Post- test addition assessment
Quizzes
Hide Assessment-Post

Action steps we will take to meet our goal:

First Grade Team Teachers will meet to develop activities to increase student fluency with numbers. Teachers will collaborate to share ideas and student work. We will discuss monthly during our collaboration meetings.

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

First Grade Teachers will use varieties of math fluency activities on classroom computers.

School Name: Beverly Elementary School

Year: 2016-2017

Grade Level/Department/Team: Second grade

Goal: 80% of students will meet or exceed standard on the 2nd grade Place Value Assessment that is given in the spring.

We will measure this formatively by:

We will use exit tickets, and the embedded assessments to monitor and create interventions. For the students who are not meeting the goal, we will create small groups to further their skills. We will be using Moby Max to track progress.

We will measure this summatively by:

We will collaboratively score the assessment using the rubric provided by the district.

Action steps we will take to meet our goal:

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Based on the formative assessments we will form small groups to reach targeted skills. We will continually practice them until mastery has been reached.

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

Moby Max and manipulatives will be used to develop and deepen an understanding of place value.

School Name: Beverly Elementary

Year: 2016-2017

Grade Level/Department/Team: Third grade

Goal:

All students will show growth in fluently multiplying and dividing within 100, using strategies such as the relationship between multiplication and division. By the end of third grade, students will show growth in memorizing all products of two one-digit numbers.

We will measure this formatively by:

We will use entrance and/or exit tickets, math notebooks, number talks, sprints, check sheets, Xtra Math, and teacher/volunteer fluency checks.

We will measure this summatively by:

We will use:

- Expressions Unit 7 and 9 pre and post tests
- Quick Quizzes

Action steps we will take to meet our goal:

- Use concrete models to introduce and reinforce multiplication (Arrays and repeated groups)
- Use visual models to introduce and reinforce multiplication (multiplication chart)
- Model and teach math mini lessons
- Teach multiple strategies (repeated addition, memorization, counting across fingers)
- Provide targeted objectives
- Run flexible math groups based on need
- Use talk moves--turn and talk, say more, repeat what _____ said, agree/disagree...
- Use pre-planned questions and discussion
- Work on fact practice (Ice Cream Scoops, Xtra Math, Mobly Max, games)
- Show School House Rock videos to reinforce concepts taught

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

We will use Xtra Math, Mobly Max, and other math games and instructional videos.

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School Name: Beverly

Year: 2016-17

Grade Level/Department/Team: Fourth Grade

Goal: Between October and May, students will demonstrate growth in their math facts fluency.

We will measure this formatively by:

Extra Math, math facts timed tests, Daily Mental Math, Expressions practice & assessments, and Informal Observations

We will measure this summatively by:

Collecting data from math facts timed tests.

Action steps we will take to meet our goal:

Pretesting students on the entry level skills, analyzing data, creating flexible groups and adjusting teaching strategies.

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

Students will use the Extra Math site.

School Name: Beverly Elementary

Year: 2016-2017.

Grade Level/Department/Team: Fifth grade

Goal:

Unit 9 Multiplication and Division of Fractions. "I can understand that multiplying by a unit fraction $1/n$ is the same as dividing by the whole number n ." [CCSS.MATH.CONTENT.5.NF.B.4](#)

Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. [CCSS.MATH.CONTENT.5.NF.B.6](#)

Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.

We will measure this formatively by:

Homework check-in

Grading and giving feedback from in-class work

Class discussions

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Whiteboard check-ins
Checking in Math Journals
Exit tickets
Self-Assessment
Student reflection at the end each lesson

We will measure this summatively by:

Pre/Post Unit Assessment
Quick Quizzes
Checklists for student self-reflection
Entrance/Exit Tickets

Action steps we will take to meet our goal:

Team collaboration to help plan this unit of study
Teach/ Model lessons
Kids and I will be taking notes in our math journals, beginning each lesson by communicating and ensuring students understand the focused learning targets for the day
Provide timely and meaningful feedback and supporting students as they use it to move their learning forward
Workshop model: working on their own, with partners, and/or in small groups as needed
Self-Assessment and Self-Reflection

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

Various websites including Tenmarks.com and Multiplication.com to practice skills we are learning each day.
Using Avervision Projector and TV Monitors to have students share out their work with classmates.
Use Google docs and spreadsheets to collaborate and communicate lesson plans among the 5th grade teachers. Also using those programs, we will track student progress.

School Name: Beverly Elementary

Year: 2016-2017

Grade Level/Department/Team: Sixth Grade

Goal: Rationale: Build upon the concepts of rates, ratios and proportions introduced in Unit 1 of the Math expressions curriculum. The concept of the unit rate is extended to all ratios, and unit rates are used to solve proportions, including those with non-whole number solutions, unit 3. Goal: Based on the data from post assessment from Unit 1 and Unit 3 6th grade will be designing interventions to front load identified areas of

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weakness prior to the teaching of unit 7. Using unit 7's pre and post assessment we will measure student growth over the unit.

We will measure this formatively by:

Exit tickets, Quick quizzes 1-, and concept based assignment check-ins

We will measure this summatively by:

Pre-assessment & Post assessment & Performance Task for unit 7

Action steps we will take to meet our goal:

For students that did not meet standard in either unit 1 or unit 3 we will design specific interventions to reteach those skills prior to beginning unit 7.

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

We will use specific skill teaching games online as well as drop individual intervention lessons in Mobymax and Prodigy.

School Name: Beverly

Year: 2016-2017

Grade Level/Department/Team: Special Ed/Learning Support/ELL/Library

Goal: To increase students' knowledge of geometry and real world math through the medium of art.

We will measure this formatively by:

We will do an art and math survey of students in the Fall and again in the Spring of geometry (math) and art terms / knowledge to measure understanding before and after instruction.

Parent/Community survey after art night

We will measure this summatively by:

Exit ticket at the art walk showing three art/math terms and which artwork displays one or more of those terms (curve, parallel, symmetry, etc....)

Action steps we will take to meet our goal:

Create and give art survey to students

Buddy Class art projects in fall/winter/spring

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Art night with art walk and art projects
Give art survey to parents/community after the art event
Art docents at school

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

Google forms for surveys
Websites for different artists and different types of art
PowerPoint to introduce artists and projects
Videos online with different techniques

School Name: Beverly Elementary

Year: 2016-2017

Grade Level/Department/Team: Specialists

Goal: Increasing participation for those students with special needs (IEP, ELL, 504, and physical needs) through the use of specific strategies for addressing those needs.

We will measure this formatively by:

Observation
Teacher feedback and discussions

We will measure this summatively by:

Emails with family if needed
Communication with teacher
Skills tests
Goal sheets that are shared with teacher.

Action steps we will take to meet our goal:

Have safe places for kids to go when they choose not to participate.
Pictures for communication with ELL students
Headphones for those students with sensitive hearing
Manipulatives to help with focus and engagement

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

We will create a goggle doc that will help us collect data on the interventions and accommodations for the individual students that can be shared among the specialists.

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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>
<p>As part of progress monitoring, what are you doing to help students who are still not meeting proficiency?</p>	<p>Problem Solving Team identifies interventions and provides supports to teachers in implementing interventions.</p> <p>MTI meetings help teachers identify students whose needs are not being met by their core instruction.</p> <p>Students receive differentiated instruction daily including more face time for the most struggling learners.</p> <p>Teachers collaborate regularly around student data and best practice in order to increase student achievement</p> <p>Push in/Pull out Title I/LAP support</p> <p>Classroom interventions including individualized computer programs, parent volunteers, flash cards</p> <p>Ongoing formative assessment: Pre/Post, exit tickets, class work</p>	<p>Weekly</p> <p>Each Trimester</p> <p>Daily</p> <p>Every other week</p> <p>Daily</p> <p>Daily</p> <p>Daily</p>
<p>As part of progress monitoring, what are you doing for students who are meeting or exceeding standards?</p>	<p>Students receive differentiated instruction daily</p> <p>Technology based programs such as MobyMax allow students to work beyond grade level expectations in literacy and math.</p> <p>Classroom extension activities including small group projects, performance tasks</p> <p>Independent contract for math to learn more advanced concepts</p>	<p>Daily</p> <p>Daily</p> <p>Ongoing</p> <p>Ongoing</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>Components of the Comprehensive Safety Plan:</p> <ul style="list-style-type: none"> • Updating safety plan for emergencies • Character Counts: School-wide character education • Many classrooms using responsive classroom structures such as morning meetings 	<p>Ongoing</p>

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	<ul style="list-style-type: none"> • 2nd step lessons by counselor and teachers • School wide expectations posted and regularly reviewed • Positive Behavior Recognition: Blue tickets, success awards • Zones of Regulation taught in small group settings • Classroom lessons and small groups run by school counselor 	
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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.	Content includes: <ul style="list-style-type: none"> • Intentional work on collaborative practice and cycles of inquiry • In depth review of the Common Core State Standards for math including depth of knowledge and math practices • What student engagement can look like and how to increase it • Regular review of the action plan by staff 	Twice monthly staff meetings Building Days
Small group, individual, voluntary learning opportunities to support the focus and intentionality of this Goal.	Content includes: <ul style="list-style-type: none"> • Reviewing data in PLCs • Creating plans of action with PLC groups to address the needs of students • Collecting data to review with PLC to make adjustments to action plan • Math Adventure District PD 	Twice monthly collaborative times As offered by district

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

<i>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</i>	<i>Description of Intervention Practices</i>	<i>Monitoring Schedule</i>
Identify the intensive and targeted reading/literacy intervention practices, K-4, your school will implement. After your selection, write a brief	<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	Click here to enter text.

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<p>description of your plan for implementation of that practice.</p>	<ul style="list-style-type: none"> <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>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>