

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

School Name: Maplewood K-8 Parent Cooperative

Year: 2018-2019

School Theory of Action/Target Area

IF we effectively establish a culture for learning (2b) specifically by:

- conveying the value of what students are learning
- expecting perseverance and use of precise language
- convincing students of their capabilities

when providing students opportunities to read, write and speak to explain their thinking grounded in evidence (E5), THEN staff members will communicate passion for the subject and convey satisfaction that accompanies a deep understanding of complex content, families will collaborate with educators to promote student learning, and students will cite specific evidence when offering oral and written interpretation of a text.

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

Compared to 82% of K-4 grade students and 89% in seventh and eighth grades in 2018, students who qualified for Learning Assistance Program supplemental services will improve their abilities to read closely to determine what the text says explicitly and to make logical inference from it: cite specific textual evidence when writing or speaking to support conclusions drawn from the text (E/LA Anchor Standard 1)

Opportunity/Achievement Gap: Compared to 83% of 5-6 grade students in 2018, students who qualified for Learning Assistance Program supplemental services will improve their abilities to read closely to determine what the text says explicitly and to make logical inference from it: cite specific textual evidence when writing or speaking to support conclusions drawn from the text (E/LA Anchor Standard 1)

Measurement/Assessment: as measured by classroom-based observations, progress monitoring per Learning Assistance Program guidelines, self-assessments, and/or surveys.

<i>Student Group</i>	<i>Current % Successful</i>	<i>Goal % Successful</i>
<p>All Students Students not showing growth or showing negative growth over time will begin to show growth using multiple measures as our data source</p>	<p>Students not showing growth or showing negative growth over time will begin to show growth using multiple measures as our data source</p>	<p>Our goal is for 100% of our students in this Comparison group begin to show growth in the assessment areas which they are targeted.</p>
<p>Comparison Group A</p>	<p>18% K-4 and 11% grades 7-8</p>	<p>100%</p>
<p>Comparison Group B Students showing growth, and will continue to show positive growth trends, on multiple measures.</p>	<p>Currently all the students in Comparison Group B are showing growth over time.</p>	<p>Our goal is for 100% of our students in this Comparison group to continue to show growth over time.</p>

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

Commitment 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 Commitment Focus Key Performance Indicators:

Percentage of 1st graders reading on grade level in the fall and spring.

Students meeting or exceeding grade-level standards in English Language Arts (2nd grade reading and state assessment grades 3-8 and high school), and growth over time.

Percentage of ELL students making progress in English in grades K-12.

School Vision/Mission: It is the mission of Maplewood Parent Cooperative to provide the best education possible for our learners, utilizing the many diverse skills of families, staff, and students; and to foster a family-oriented program where we are reciprocal participants in an enriched environment that nurtures a life-long love of learning and respects the uniqueness of each individual.

School Demographics:

SY 2018-2019 Enrollment: 473

Data from 2017-2018

Enrollment: 470

Gender

Male: 47.55%

Female: 52.45%

Ethnicity

American Indian or Alaskan Native: 0.16%

Asian: 9.16%

Native Hawaiian/Other Pacific Islander: 9.16%

Black: 5.53%

Hispanic: 13.11%

Two or More Races: 11.69%

Special Programs

Bilingual 3.79%

Free or Reduced-Price Meals: 12.32%

Special Education: 18.48%

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

Migrant: 0%
Section 504: 8.37%
Foster Care: unknown%

Parent, Family, and Community Involvement in this Plan: Family engagement will include providing a welcoming environment, regular and effective two-way communication, support for readiness to learn, information on student learning, shared decision making, and collaborating with community resources. Opportunities for involvement will include, but are not limited to volunteerism in classrooms, and bi-monthly meetings with elected leaders from the Parent Staff Organization (monthly parent meetings, and PCEP board meetings). Parent and board meetings are open to the public and the involvement of community members is welcome. The Flamboyant Family Engagement Rubric will be used to measure and guide family engagement practices.

Review and Analysis of Data:

Check all data reviewed and analyzed to determine your Commitment focus area(s) and school target.

- | | | |
|--|---|--|
| <input checked="" type="checkbox"/> State Assessments | <input type="checkbox"/> SAT/ACT | <input type="checkbox"/> Discipline Data |
| <input checked="" type="checkbox"/> ESSA Accountability Data | <input type="checkbox"/> AP/IB/CHS/Tech Prep | <input type="checkbox"/> Staff Perceptual Data |
| <input type="checkbox"/> District Assessments | <input type="checkbox"/> CTE Industry Certification | <input type="checkbox"/> Student Perceptual Data |
| <input type="checkbox"/> School Assessments | <input type="checkbox"/> Graduation Rate | <input type="checkbox"/> Parent Perceptual Data |
| <input type="checkbox"/> Classroom Assessments | <input type="checkbox"/> Attendance Data | <input type="checkbox"/> Other: |

Summary of strengths or greatest progress based on the data:

90.4% of kindergarten students can read 42/42 sight words correctly.

100% of kindergarten students read at Level C or higher.

100% of kindergarten students can write three sentences on one topic.

95% of kindergarten students have target numbers of 5 or more.

86% of first grade students are reading at or above level I/J.

First grade students show strong content and strategies in writing.

92% of second grade students met or exceeded the End-of-the-Year Second Grade Reading Assessment.

The percent of second grade students who were below or approaching standard was reduced by 13% from the beginning to the end of the year.

Second grade students showed improvement in writing stamina and writing organizations.

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

Grade 5 COMPOSE FULL TEXTS: Write full narrative texts using a complete writing process demonstrating narrative techniques (dialogue, sensory or concrete details, description, pacing), text structures, appropriate transitional strategies for coherence, and author's craft appropriate to purpose (closure, detailing characters, plot, setting, and events).

Sixth grade students demonstrated strength in their abilities to organize claim and research-based informational writing.

Sixth grade students showed strength in comparing and contrasting texts.

COMPOSE FULL TEXTS: Write full explanatory texts using a complete writing process attending to purpose and audience: organize ideas by stating a thesis/controlling idea and maintaining a focus/tone; develop a topic including elaboration and citing relevant supporting evidence from sources, with appropriate transitional strategies for coherence; and develop a conclusion that is appropriate to purpose and audience and follows from and supports the information or explanation presented.

COMPOSE FULL TEXTS: Write full arguments about topics using a complete writing process attending to purpose and audience: establish and support a claim; organize, elaborate, and cite supporting evidence from credible sources; provide appropriate transitional strategies for coherence; and develop a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) presented.

All 7th Grade Algebra students obtained achievement level 4, despite not having taken 7th grade math. This gives us some indication that the designed Algebra curriculum is taking into account missed learning while meeting the demands of the Algebra standards.

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

Rosner assessment shows need for more strategic teaching in specific phonic and phonemic instruction.

First grade students need improvement in fact fluency.

Second grade students did not make significant gains in math fluency.

Second grade students showed continuing need for instruction in social and emotional strategies.

Grade 5 Word Meanings: (Informational Text) WORD MEANINGS: Determine intended meanings of words including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, based on context, word relationships (e.g., synonyms, antonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.

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

Sixth grade students need continuous instruction and practice providing specific explicit or implicit evidence when making inferences.

Sixth grade students need continuous instruction and practice analyzing text features.

Grades 7 & 8: WRITE/REVISE BRIEF TEXTS: Apply a variety of strategies when writing/revising one or more paragraphs of explanatory text: organizing ideas by stating and maintaining a focus (thesis) tone, providing appropriate transitional strategies for coherence, developing a topic including relevant supporting evidence/vocabulary and elaboration, or providing a conclusion that is appropriate to purpose and audience and follows from and supports the information or explanation presented.

Grades 7 & 8: EDIT: Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory, and argumentative texts.

State Participation Rate: 95% participation required

Area of Strength (95% or more participation)	X Area of Opportunity (less than 95% participation)
<p>If your participation rate is an area of opportunity, please describe your plan for increasing student participation during the school year: The population of our school includes students of varied abilities. Seven percent of our student population is severely challenged by cognitive abilities that are significantly below the standard of their similarly aged peers. The parents of these students completed test refusals.</p>	

Third Grade OSPI Literacy Expectation:

<p>What Percentage of Third Graders Met or Exceeded standard on the SBA ELA?</p> <p>81%</p>	<p>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> <p style="text-align: center;">Plan is required: YES <input type="checkbox"/> NO <input checked="" type="checkbox"/></p>
<p>If a plan is required for your building, add in your Third Grade SBA Claim Report Data (percentages met) below:</p> <p style="display: flex; justify-content: space-around;"> Reading: 93% Writing: 98% </p> <p style="display: flex; justify-content: space-around;"> Listening: 96% Research/Inquiry: 98% </p>	

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

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

Kindergarten: Between September 2017 and May 2018, kindergarten teachers will meet monthly to improve students' sound/letter relationships knowledge and word patterning skills. Teachers will explore the use of technology to improve students' fluency in these areas as measured by the kindergarten assessment package, ESGI assessments and observational data.

First Grade & Second Grade: Between October 2017 and May 2018, first and second grade teachers will improve their abilities to implement foundational (addition, subtraction) math strategies to fluently solve math equations within a timed assessment. The first and second grade teachers will meet to discuss formative assessments, examine student work, monitor progress and calibrate expectations.

Third Grade: Between October 2017 and May 2018, students who did not meet standard on the beginning of the year reading assessment will improve their abilities to determine the main idea of a text; recount the key details and explain how they support the main idea as measured by checklists, observations, Running Records, self-assessments and/or Benchmark assessments.

Fourth Grade: Between October 2017 and May 2018, students who did not meet standard on the beginning of the year narrative writing assessment will improve their abilities to write a beginning for a story, use transition words to tell what happened in order, and to elaborate to help readers picture the story as measured by checklists, observations, and rubrics.

Fifth Grade: Between October 2017 and May 2018, teachers will meet monthly to improve fifth grade students' effective listening skills for a range of purposes and audiences to summarize information presented in diverse media and formats, including visually quantitatively (performing a written task), and/or orally as measured by checklists, observations, rubrics, self-assessments, and formative/summative assessments.

Grades 6-8: Between October 2017 and May 2018, 6-8th grade students will improve their ability to read and comprehend complex informational and literary texts, graphs, images, and video by honoring student experiences and cultures. Students will use Personal Journal Prompts, reflection, small group discussion, large group discussion, and/or other individual work to demonstrate how their personal experiences allow access to informational and literary sources by showing connections to the content. Members of the 6-8th grade teaching team will meet monthly to examine student work, discuss teacher data of student conversations, review of Personal Journal Prompts, plan specific implementation of Academic Conversation Stems, and/or share effective and non-effective lessons and strategies to enhance student growth in the area of cultural responsiveness.

Learning Support: Between October 2017 and April 2018, all elementary students who are receiving learning support services will increase their reading skills, letter recognition, phonemic awareness, phonics skills, fluency and comprehension as a result of the instruction with Road to Reading, 95% Group Blueprint for Intervention instructional materials, and peer tutoring/ partnerships. The Learning Support teaching team will meet at least twice each month to examine student work, problem solve scheduling, assess behavior and motivational challenges to progress, and plan next instructional steps for student growth.

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

Intensive Support and Life Skills: Between October 2017 and April 2018, students with complex communication needs will increase their communication skills through vocalizations or the use of alternative augmentative communication including iPad use of PECS and/or signs. The Intensive Support and Life Skills teaching team will meet throughout the year to examine student data, research and discuss strategies, and plan next instructional steps for student growth as measured by pre- and post-tests on language/communication goals set by the student’s IEP or team discussion, weekly/monthly classroom data sheets on student goals, and informal observation of students for generalization of communication skills.

Library Information Services: Between October 2017 and May 2018, first grade students identified as English Language Learners who qualify for Learning Assistance Program services will improve their abilities to read with sufficient accuracy and fluency to support comprehension by teacher focused intentionality to help students explore shared and different histories, languages, and perspectives experienced through a variety of audio, digital, print and visual resources in the library as measured by students’ willingness to explore suggested materials, checklists, outside class time visits, students’ reflections, collaborative data used with Learning Assistant Program instructor(s), and family interactions.

Elementary Music: Between October 2017 and May 2018, all students will improve in their abilities to understand that the higher notes on the staff are higher pitches and the lower notes of the staff are lower pitches as measured by

Secondary Music: Between October 2017 and May 2018, students identified as below standard on ability to perform a musical passage will demonstrate improvement on a passage that was beyond their ability level as measured by identifying any part of the passage that they have mastered, identifying approachable steps toward mastery, and guidance and encouragement throughout the process by the teacher while using audio recordings for self- assessment and feedback.

Physical Education: Between October 2017 and May 2018, elementary students will improve the amount of jumps (jumps rope) they can accomplish in a one minute period of time showing evidence of cardiorespiratory improvement as measured by journal entries, classroom tracking charts, self-assessment and observation.

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?	<p>Using <i>if...then</i> resource from Writing Units of Study.</p> <p>Teachers/paras work with students who struggle most.</p> <p>Checking for understanding and having paraphrase back.</p>	Ongoing throughout the year.

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

	Peer checking using checklists/rubrics/mentor text.	
As part of progress monitoring, what are you doing for students who are meeting or exceeding standards?	Giving access to next level of writing. Explanations to peers. Revising and adding detail.	Ongoing throughout the year.
Describe how your school addresses the physical, emotional, and intellectual safety conditions that allow for effective teaching and learning to take place.	Implementation of Socio-emotional (Second Step) and Signs of Suicide curricula	Ongoing throughout the 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.	Staff will engage in improving understanding of culturally responsive teaching practices.	Ongoing throughout the year.
Small group, individual, voluntary learning opportunities to support the focus and intentionality of this goal.	Weekly and bi-monthly collaboration by grade band, specialist, and/or topic of study.	Ongoing throughout the year.

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

<i>Third Grade OSPI Literacy Expectation</i>		
<i>(The following information is required if <u>less than 60%</u> of Third Grade Students met or exceeded standards on SBA ELA)</i>		
<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 description of your plan for implementation of that practice.	Use of a coach/coaches Additional learning time within the School Day Before and After School Programs	Click here to enter text.

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

	<p>Family Involvement at School (and outside of school)</p> <p>Targeted Professional Learning</p> <p>Professional Learning Communities</p> <p>Tutoring</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>