Edmonds School Improvement Plan (SIP) (Grades K-6, K-8, 7-8, and 9-12) Three-Year Plan

Template Revised August 31, 2021

Purpose

The Edmonds School Improvement Plan (SIP) tells how our school will achieve *engagement, equity, and excellence* for our students. The plan states goals and why these goals were chosen. Our plan also outlines what staff will do to ensure students' experience belonging and are able to engage in their best learning. Our three-year School Improvement Plan also includes ongoing student and family engagement, and opportunities to reflect and revise to ensure we are making progress toward our goals.

Current School Year	2021-22
Our School Name	Beverly Elementary

Section 1. Our school

A description of our school including but is not limited to student demographics, school staff characteristics, strengths and successes, new opportunities/instructional programs/supports for students, families, and staff (500 words or less, including a table of student demographics). Other data can be added if desired.

Beverly Elementary is a large and diverse community of learners. Our teachers and staff are committed to providing rich learning opportunities for all students. We value our partnerships with students and families. We're committed to working towards educational equity. We pride ourselves on our strong community atmosphere and believe our diversity is our greatest strength.

2021-2022 Enrollment Data

Group	# of Students	% of Students	Group	# of Students	% of Students
Total Enrollment	431		**Two or More Races**	64	14.84%
American Indian/Alaskan Native	3	.69%	**English Language Learners**	85	19.67%
Asian	37	8.58%	**Homeless/ McKinney-Vento**	2	.46%
Black/African American	38	8.81%	**Free and Reduced Lunch**	145	33.56%
Hispanic/Latino	92	21.34%	**Section 504**	10	2.31%
Native/Pacific Islanders	3	.69%	**Special Education**	68	15.74%
White	194	45.01%			

Section 2. Vision and Mission

Our Equity, Engagement, and Excellence (E₃ Vision)	**The Edmonds School district is relentlessly focused on ensuring Equity, Excellence, and Engagement for ALL students.**
Our Mission	**With our students, staff, families and entire community, we strive to provide high quality teaching and learning to serve ALL kids. We strive to disrupt institutional bias based on race, ethnicity, cultural, linguistic background, or circumstances.**

Data and Stakeholder Engagement Summary

E₃ Category	Data that we used to tell our story (e.g., assessments, surveys, focus groups, and other data)? Data that are available for school improvement planning are below. ***Please ensure the data that you used to inform your SIP are listed and delete data sources that you did not use.***
Equity (such as student demographics)	● *All state assessment and district data for students overall and disaggregated by race, ethnicity, ELL/multilingual learners, migrant, homeless, economically disadvantaged, students with disabilities.* ● *District data stored on Skyward, Homeroom, and Panorama will also be*

	disaggregated by economically disadvantaged, student mobility, and homeless student groups ● *Staff diversity* ● *Staff professional development topics, attendance*
Engagement (such as school culture and climate)	● *Skyward: Student attendance (percent regular attenders),* ● *Panorama student survey data*
Instructional Excellence (and student learning)	● *Homeroom: Grades K-12 I-Ready, Grades 1-8 Running records; Grade K-12 Acadience (Dyslexia Screener)* ● *OSPI state assessments: Grade K: WaKIDS; grades 3-8 and 10: SBA or WA-AIM math and reading ; grades 4-8: percentage of students who achieved high learning growth; WIDA (ELPA21)* ● *Classroom walkthrough tool focused on high-leverage Tier 1 strategies - conferring, small group learning, consistent use of guaranteed viable curriculum.*

Reflection questions (Please answer each question in one or two paragraphs.)

Based on the data summary above, what strengths and specific needs were identified to inform the SIP for all students and for specific student groups? How were disparities in student outcomes examined and brought forward in planning?

The strengths identified include enthusiasm on the part of both staff and students for the return to school. In addition, intermediate students had stronger reading skills than primary students while primary students had stronger math skills than intermediate students according to both i-Ready reading and math and our running record data. We also identified that our students who do not speak a language other than English, performed better on most assessments (SBA, i-Ready, running records) than students who speak more than one language. Overall, many students are behind academically following nearly a year and a half of remote or hybrid instruction so the team felt that focusing on strategies for all students would be best at this time.

How were stakeholders engaged (e.g., families, students, educators) in an ongoing way, to help create, support and monitor our SIP?

Our instructional leadership team has reviewed this school improvement plan and we will engage in ongoing partnerships with families and staff. Our goal is to include student voice in making any course corrections.

Based on the above data sources, what potential causal factors i.e., what is happening or not happening in our school that is causing the current results?

We believe all students at Beverly could achieve grade level benchmarks in core content areas but many students are struggling in reading and math. We also believe that high quality teaching and learning that is aligned will support students in achieving grade levels standards.

What are the goals that our school will focus on this school year and why?
Our goal is to ensure rigor and high engagement of students in core content areas as well as social-emotional learning through differentiated teaching to meet all students' needs. We believe at Beverly that our kids and staff are not broken, systems are. To ensure supportive systems for students, we will focus on using best practice.

Note: Goals and strategies describe where the team intends to go but do not describe how the team will get there. An example goal might be to improve graduation rates or that all students in ninth grade will be on-track to graduate.

Section 3. School Improvement Plan (SIP)

This section describes what our staff will do, what students will achieve, and how we will measure progress. Engagement and instructional excellence goals should incorporate equity, inclusion, and access for all students and student groups.

- *K - 8 schools have a literacy goal, a math goal, and an engagement goal.*
- *High schools have an on-time graduation rate goal, an on-track for graduation goal, and an engagement goal.*

SIP Goal 1: (SMARTIE goal here)
Between Fall of 2021 and Spring of 2024, students in grades 1-3 will be able to read at grade level increasing from 57% to 62% meeting standard as measured by I-Ready, Running records, and aligned classroom-based assessments.

Theory of action *(Please use "If and then" statements to explain how your strategy or strategies* will achieve this goal)

If we administer a guaranteed and viable reading curriculum to our students, then students will achieve at grade level reading standards through aligned and differentiated reading instruction.

How will we get the work done?

Strategies we will complete this year (Please list *up to three* strategies to meet the needs of your students)	Person or team responsible

Strategy 1: Deliver guaranteed and viable reading curriculum to students grades K-6 for the purpose of aligning and progress monitoring student reading data as a grade level team/school.	Principal and all staff.
Strategy 2: *(optional)*	
Strategy 3: *(optional)*	

How will we know that the strategy is working?		
Strategy 1: Improvement in I-Ready and reading levels measured by TC running records would be evident. Differentiated reading instruction that is progress monitored and informed by student data would also be visible. For example, robust small group teaching and learning.		
What is your 30-, 60-, 90-day action plan? How will the plan achieve equitable student outcomes *(e.g., reduce disproportionality based on race, ethnicity, ELL/multilingual learners, homeless, economically disadvantaged, students with disabilities, and/or other student groups)?*		
30-day plan	*What does this look like in action?* ● Ensure all staff have all components of the reading curriculum. ● Administer a needs assessment of current use, practice, and knowledge of curriculum. ● I-Ready training. ● Dyslexia screener training ● Receive learning in Principal Learning Network components of a balanced literacy framework to share with teachers.	*What evidence or data will we review? (e.g., implementation and/or outcome data)* I-Ready Running Records WaKids Classroom-based assessments
60-day plan	*What does this look like in action?* ● Share learning regarding a balanced literacy framework and Readers Workshop Model during building time. ● Review needs assessment with the instructional leadership team then teachers.	*What evidence or data will we review? (e.g., implementation and/or outcome data)* I-Ready

	• Learning walks in various classrooms while using components of Readers Workshop look-for tools.	SBA for 3rd grade Classroom-based assessments Running Records Needs assessment results
90-day plan	*What does this look like in action?* • Learning walks conducted to collect evidence of differentiated reading instruction using reading workshop model • Plan for course corrections and next steps. • Review reading data K-6.	*What evidence or data will we review? (e.g., implementation and/or outcome data)* I-Ready Running Records WaKids Classroom-based assessments

Please complete the mid- and end-of-year reflect and revise summary using this link.

[SIP Reflect and Revise Summary](#)

If you have more than one strategy, please copy and complete the "How will we know the strategy is working" section for each strategy.

SIP Goal 2: (SMARTIE goal here)

Between Fall of 2021 and Spring of 2024, students in grades 4-6 will be able to achieve at grade level math increasing from 34 % to 40 % meeting standard as measured by I-Ready and SBA.

Theory of action *(Please use "If and then" statements to explain how your strategy or strategies* will achieve this goal)

If we provide differentiated small group math teaching that identifies gaps in students' understanding of

various common core standards, then students will be able to achieve grade level math benchmarks.

How will we get the work done?	
Strategies we will complete this year (Please list **up to three** strategies to meet the needs of your students)	Person or team responsible
Strategy 1: Small group math teaching during core instruction to provide differentiation for students.	Principal and classroom teachers
Strategy 2: *(optional)*	
Strategy 3: *(optional)*	

How will we know that the strategy is working?		
Strategy 1: Increase in student math achievement through I-ready, SBA, and classroom-based assessments. Differentiated small groups during core math instruction would be evident.		
What is your 30-, 60-, 90-day action plan? How will the plan achieve equitable student outcomes *(e.g., reduce disproportionality based on race, ethnicity, ELL/multilingual learners, homeless, economically disadvantaged, students with disabilities, and/or other student groups)?*		
30-day plan	*What does this look like in action?* ● Needs assessment regarding small group instruction grades 4-6. Who is doing them? Why or why not? ● PD regarding CCSS math standards and Math Expressions curriculum ● I-Ready PD ● Principal receives PD regarding a balanced math framework.	*What evidence or data will we review? (e.g., implementation and/or outcome data)* I-Ready SBA Classroom-based assessments
60-day plan	*What does this look like in action?* ● Continue PD (district provided) for staff	*What evidence or data will we review? (e.g., implementation and/or outcome data)*

	● Share learning regarding a balanced math framework and Math Expressions. ● Review needs assessment with the instructional leadership team then teachers. ● Learning walks in various classrooms to see evidence of small group math teaching and learning.	I-Ready SBA Classroom-based assessments Learning walk data
90-day plan	*What does this look like in action?* ● Learning walks conducted to collect evidence of differentiated math instruction aligned to CCSS. ● Plan for course corrections and next steps. ● Review math data K-6.	*What evidence or data will we review? (e.g., implementation and/or outcome data)* I-Ready SBA Classroom-based assessments Learning walk data

Please complete the mid- and end-of-year reflect and revise summary using this link.

SIP Reflect and Revise Summary

If you have more than one strategy, please copy and complete the "How will we know the strategy is working" section for each strategy.

SIP Goal 3: (SMARTIE goal here)

Between Fall of 2021 and Spring of 2024, students in grades 3-6 will feel a greater sense of belonging/supportive relationships at school increasing from 60 % to 66 % as measured by the Panorama General Wellness Survey and other site-based surveys.

Theory of action *(Please use "If and then" statements to explain how your strategy or strategies will achieve this goal)*

If we provide social emotional learning by using Responsive Classroom strategies, then students will feel a sense of belonging to Beverly Elementary School.

How will we get the work done?	
Strategies we will complete this year (Please list **up to three** strategies to meet the needs of your students)	Person or team responsible
Strategy 1: Social emotional learning in all classrooms as reflected in Responsive Classroom strategies.	Principal and all staff
Strategy 2: *(optional)*	
Strategy 3: *(optional)*	

How will we know that the strategy is working?		
Strategy 1: Increased sense of belonging as measured by Panorama data and site-based surveys. Decreased instructional minutes lost due to discipline issues.		
What is your 30-, 60-, 90-day action plan? How will the plan achieve equitable student outcomes (e.g., reduce disproportionality based on race, ethnicity, ELL/multilingual learners, homeless, economically disadvantaged, students with disabilities, and/or other student groups)?		
30-day plan	*What does this look like in action?* ● Needs assessment regarding use of Responsive Classroom. Who has been trained? Who still needs training? ● PD for staff in implementing Responsive Classroom strategies ● Review and choose or create SEL survey for primary students	*What evidence or data will we review? (e.g., implementation and/or outcome data)* Panorama Site-based Surveys
60-day plan	*What does this look like in action?* ● Continue PD for staff	*What evidence or data will we review? (e.g., implementation and/or outcome data)*

	- Review needs assessment with the instructional leadership team then teachers. - Learning walks in various classrooms to see evidence of Responsive Classroom strategies.	Panorama Site-based Surveys Learning walk data
90-day plan	*What does this look like in action?* - Learning walks conducted to collect evidence of Responsive Classroom strategies. - Plan for course corrections and next steps. - Review Panorama and site-based survey data K-6.	*What evidence or data will we review? (e.g., implementation and/or outcome data)* Panorama Site-based Surveys Learning walk data

Please complete the mid- and end-of-year reflect and revise summary using this link.

[SIP Reflect and Revise Summary](#)

If you have more than one strategy, please copy and complete the "How will we know the strategy is working" section for each strategy.

Section 4. Who helped/will help co-design our School Improvement Plan?

Name:	Role:
Danielle Sanders	**Principal**
Ioanna Grose	**5th Grade Teacher**
Cheryl Caesar	**3rd Grade Teacher**
Rachel Moxson	**2nd Grade Teacher**

Dixie Ussery	**4th Grade Teacher**
Beverly Elementary Equity Team	**Families, Classified and Certificated staff**

Links to supporting documents
- [Reflect and revise plan (progress monitoring plan)](#)
- Strategic plan