



Daniel Bagley Elementary

Carla E. Holmes, Principal

School Report for 2017–18 School Year

bagleyes.seattleschools.org

2017–18 School Year

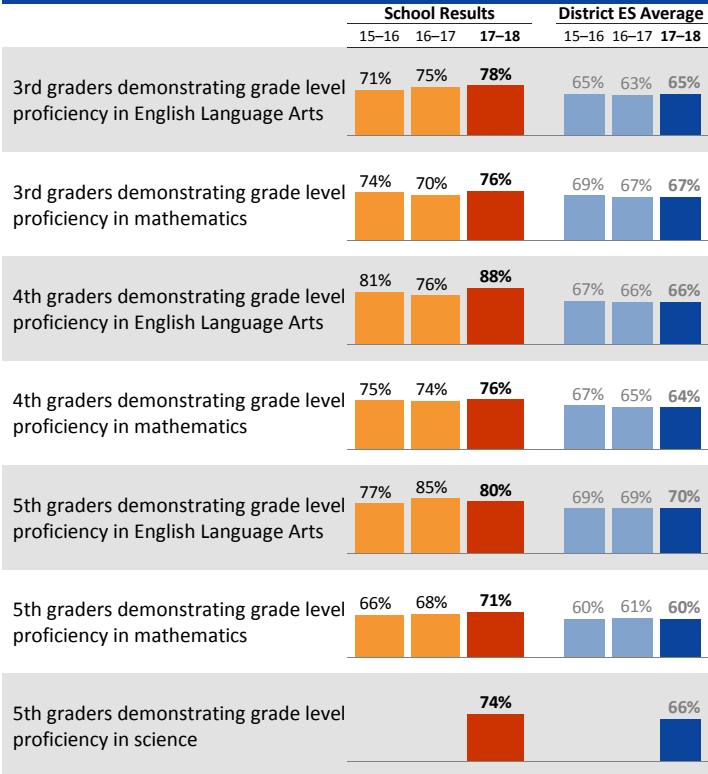
Students: 426

Teachers: 24

Average daily attendance: 96.2%

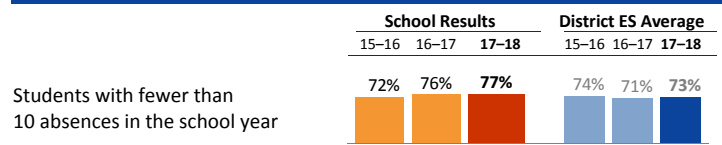
Student mobility: 5%

Student Achievement *

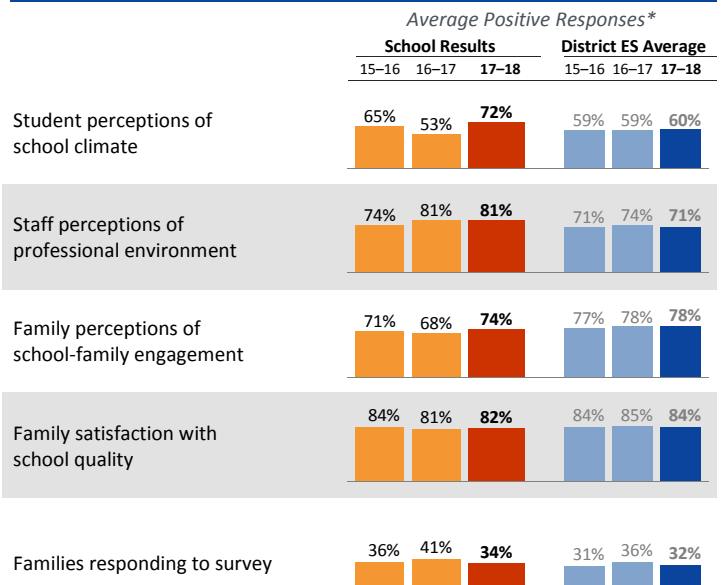


* Students who did not participate in state testing are counted as not demonstrating proficiency.

Attendance

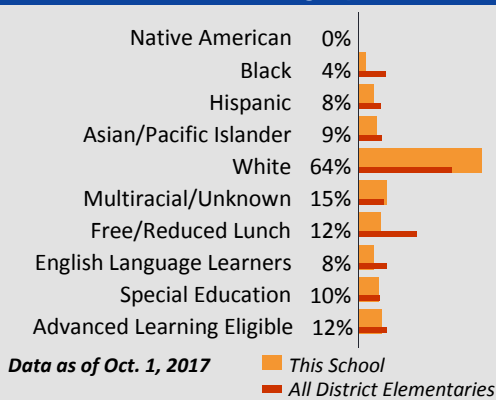


Student, Family, and Staff School Climate Survey



*Results for each survey category equal the average percent of positive responses ("Agree" or "Strongly Agree") for a subset of questions.

Student Demographics



Student Proficiency on State Tests

Spring 2018 School average compared to District elementary school average

	English Language Arts		Mathematics	
	School	District Avg	School	District Avg
All Students	82%	67%	74%	64%
Native American		39%		40%
Black	50%	34%	20%	32%
Hispanic	54%	46%	46%	41%
Asian/Pacific Islander	82%	67%	70%	70%
White	91%	82%	85%	76%
Multiracial	67%	71%	63%	66%
Free/Reduced Lunch	36%	38%	36%	37%
Eng. Lang. Learners	33%	18%	23%	26%
Special Education	58%	41%	39%	37%
Gifted		98%		97%



Daniel Bagley Elementary

Carla E. Holmes, *Principal*

School Plan & Budget for the 2018–19 School Year

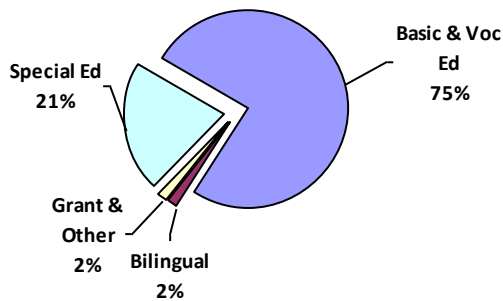
School Mission Statement
 We are an inclusive learning community that empowers students to be their best by providing quality whole-child education in a safe and supportive learning environment.

School Goals
 5th graders average proficiency rate on SBA Math will increase from 72% to 82%. Data to monitor progress includes: CBAs, SBA Interim Measures, other formative assessments.

School Description & Plan to Achieve Goals
 At Daniel Bagley we offer both Montessori and Contemporary classroom options. For all of our students we focus on strong core instruction that includes: · Clear learning targets for whole group (linked to CCSS); Differentiation for specific students’ needs. · Teachers collaborating to provide integrated instruction for shared students · Use of formative (running records, observation, portfolios) and summative assessments (SBA, MAP, Units tests) to inform student progress toward learning goals · Modification of lessons based on assessment results. · Shared project and activity days between Contemporary/Montessori/SPED. Progress monitoring includes: · Year-long and unit/lesson planning aligned to standards · Use of summative and formative data to inform instruction · Use of small group instruction to differentiate · Implementing resources/materials to best meet student needs Specific instructional techniques and resources being implemented to support all learners include: · Balanced Literacy and the Montessori Language Curriculum · Readers & Writers Workshop and Collaborative Classroom ELA curriculum · MTSS teachers will provide instruction to groups of children based on specific student needs (System 44/READ180, iRead; LLI; Read Live) · Walk to Math (contemporary) · Flexible groups/Differentiated lessons · Alignment of instruction to CCSS · Technology (DreamBox, Reflex, Xtra Math, Think Through Math, Compass, TenMarks) · Math Manipulatives (Montessori and Math in Focus) · NSF Science Kits · Story Path

Annual Budget Report

2018–19 School Funding by Category



All financial data are from the 2018–19 recommended budget.

Total 2018–19 School Budget:

\$4,097,151

Projected 2018–19 Student Enrollment:

432

Per-Student Funding:

\$9,484

Invitation to Participate

One of the goals of having School Reports is to support families as critical partners with us in a student's academic success. To get involved, please share this with your friends and neighbors, visit the school, or consider talking to the teacher or principal about joining the school's Building Leadership Team or Parent Teacher Student Association to shape your school's improvement plan.

District Mission Statement
 Seattle Public Schools is committed to ensuring equitable access, closing the opportunity gaps and excellence in education for every student.