



Edmonds School Improvement Plan (SIP) Three-Year Plan

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	2021-2022
Our School Name	Chase Lake Community School

Section 1. Our school (Anndrea Fernandez)

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.

At Chase Lake, we stand on the foundation of all means *all*. We take immense pride in our diverse and inclusive school community and in welcoming our students every day by accepting who they are while holding high expectations for their growth. Programs such as our Consolidated Health Services, Intensive Support, and Resource give all Chase Lake students a unique opportunity to interact with a multitude of differences each day and find connections and community in all settings. Furthermore, with 19 different languages and close to 80 multilingual learners, we strive to make sure all students have a strong sense of belonging. Events and programs such as our annual Math Madness, Family Tech Night, and ML/Title Night exemplify our spirit of bringing in all families and our community in partnership. In addition, we work to ground our students in their surrounding community. Students learn that as Chase Lake Dolphins, we have

a responsibility to our community. Our garden is a perfect example of it. Students tend to it all year long and explore how it changes throughout the year, similar to their own personal stories of growth.

Student achievement and a growth mindset are central to our work every day. Students engage in Responsive Classrooms practices such as Morning Meeting and Closing Circles building strong classroom units. We employ restorative practices to mediate and repair harm so students can get back to the task of learning. Chase Lake is a place where “We take care of ourselves, We take Care of the others, and We take care of this place” for our belief that if we can do that, then students will have all the tools they need to learn and reach their academic and personal potential.

2020-2021 School Demographics

Group	% of Students	Group	% of Students
Enrollment	415	Free/Reduced Meals	54.5%
Hispanic/Latino	29.4%	English Language Learners	25.1%
Black/African American	11.1%	Homeless/ McKinney- Vento	4.1%
Two or More Races	13.3%	Section 504	6.5%
American Indian/Alaskan Native	0.2%	Students with Disabilities	22%
Native Hawaiian/Other Pacific Islander	4.6%	Student Mobility	4.6%
White	37.1%	Languages	19

Asian	4.3%		
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Section 2. Vision and Mission

Our Equity, Engagement, and Excellence (E₃)	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.
Equity (such as student demographics)	<ul style="list-style-type: none"> ● <i>State assessment and District data disaggregated by race, ethnicity, ELL/multilingual learners, migrant, homeless, economically disadvantaged, students with disabilities.</i> ● <i>District data stored on Skyward, Homeroom, and Panorama</i> ● <i>Equity perception survey and the Continuum of Becoming an Anti-Racist Multicultural Institution Rubric results</i>
Engagement (such as school culture and climate)	<ul style="list-style-type: none"> ● <i>Skyward: Student attendance</i> ● <i>Exclusionary discipline</i> ● <i>Panorama student survey data</i> ● <i>Attendance Data Tracker 2020-21</i> ● <i>Family Advisory Team</i>
Instructional Excellence (and student learning)	<ul style="list-style-type: none"> ● <i>iReady (Reading and Math)</i> ● <i>Independent Reading Levels</i> ● <i>Acadience</i> ● <i>20-21 CL SIP Data Tracker</i> ● <i>PASI/PSI</i>

- WaKIDS
- SBA/WA-AIM 2018-19
- WIDA (ELPA21)
- CL Multilingual/Literacy Survey 2020-21

Reflection Questions

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?

Data from the equity perception survey illustrates a high percentage of the Chase Lake staff see the value in working for equitable outcomes and disrupting harmful school practices and want more time for collaboration, deeper conversations, tools and resources, and ways to hold each other accountable.

After unpacking the Panorama data, it was clear that many of our students have positive feelings around the support they receive for managing challenging emotions or difficult interactions with peers.

A high percentage (80%) of the Chase Lake teaching staff have a good understanding of the second language acquisition stages (Pre-production, Early Production, Speech Emergent, Intermediate Fluency, & Advance Fluency). Additional data from the survey of EL practices shows that teachers are supporting students who are multilingual learners, by intentionally using effective strategies daily or weekly (building background, emphasizing key vocabulary, using sentence stems, graphics, and photos, providing sufficient wait time for student responses...).

Specific needs demonstrated in the Equity Perception Survey include defining and identifying how oppression and racism manifest at Chase Lake and finding specific ways to move antiracist, equitable work into our classrooms. An opportunity for growth extrapolated from the Spring 2021 Panorama data is related to our students having positive feelings and supportive relationships. Given this data, we feel that with an increase in students' opportunities for supportive relationships, there will also be an increase in the rate of positive feelings and belonging. Regarding instruction and learning, an area of need is aligning instruction, assessment, and intervention across the K-6 system through a tiered system of MTSS.

Analysis of end of the year data from 2020-21 shows students are struggling in reading, specifically in the area of phonological awareness. Furthermore, a high percentage of our students, who are multilingual learners, are not making sufficient academic progress throughout their K-6 experience at Chase Lake. In addition, longitudinal data over consecutive years shows our students need focused instruction and intervention in the area of mathematics, specifically in the area of number sense.

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

Moving forward the School Improvement Plan will be shared, analyzed, and revised/edited with our Family Advisory Team and our PTSA Team. All Chase Lake families will be invited to a Zoom session with school leadership to review the school improvement plan and provide feedback. A key component of our work is to keep the SIP as a living document that is returned to frequently and reflects our current reality as a school community. There will be ongoing opportunities for dialog with our leadership team, equity team, family advisory team, and family focus groups for progress monitoring and revising the school improvement plan. All stakeholders at Chase Lake, including students, families, certificated, classified,

office staff, custodians, food services, and community partners will engage with supporting our work to accomplish the goals of the school improvement plan.

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?

Data reveals most students show growth across multiple assessments, however a high percentage of students are still achieving below benchmark or standard. Possible causal factors include significant barriers/impact from the pandemic directly affecting instruction, access, and student learning.

The collective ongoing trauma experienced by our entire school community manifested significant interruptions to teaching and learning during the school closure. The pandemic amplified inequities across our school system disproportionately affected our most vulnerable families. Regarding instruction and learning, an area of need is aligning instruction, assessment, and intervention across the K-6 system through a tiered system of MTSS.

What are the goals that our school will focus on this school year and why?

- *Continue to center our work in equity to become an antiracist school*
- *Strengthen student foundational reading skills based on the Science of Reading*
- *Improve our vocabulary instruction for multilingual learners*
- *Develop students' number sense through the use of best practice in mathematics instruction*
- *Through supportive relationships, strengthen our sense of belonging and community for all stakeholders.*
- *Provide students with tools to identify and manage their emotions*
- *Continue to develop our three tiered system of support and intervention in academics and social-emotional learning*

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)

Whole School Equity Goal

Using the Continuum on Becoming an Anti-Racist Multicultural Organization rubric our staff will attain the attributes of Level 4 Identity Change as an affirming institution by Spring 2022, measured by a staff perception survey given twice a year in Fall 2021 and Spring 2022.

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.

SIP Goal 1:

Every student will demonstrate growth in foundational reading skills from Fall 2021 to Spring 2022, as measured by the iReady Reading diagnostic (from a baseline of 77% below grade level to a target of 69% below grade level) and the Phonological Awareness Screener for Intervention (PASI) and Phonics Screener

for Intervention (PSI) (from a baseline of 52% below grade level to a target of 47% below grade level). Assessments given three times throughout the academic year (Fall, Winter, and Spring). Student achievement data will reflect equitable distribution of outcomes across lines of race, ethnicity, gender, ability, or other demographic characteristics.

Theory of action

If we, as the Chase Lake learning community, enhance our knowledge of the science of reading to strengthen our instruction, assessment, and intervention strategies in literacy, then our students will become stronger, independent, life-long readers.

How will we get the work done?

Strategies we will complete this year	Person or team responsible
Strategy 1: <ul style="list-style-type: none"> Phonological Awareness/Phonics K-6 	Title Team/Classroom Teachers
Strategy 2: <ul style="list-style-type: none"> Vocabulary: provide opportunities for students to build vocabulary along with foundational reading skills using Cognitive Content Dictionaries or Marzano 	Title Team/Classroom Teachers
Strategy 3: <ul style="list-style-type: none"> Language Comprehension: provide opportunities for students to build language comprehension along with foundational skills Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. 	Title Team/Classroom Teachers

How will we know that the strategy is working?

Strategy 1: Phonological awareness/Phonics should be happening in classrooms five days a week; improve accuracy in reading and spelling
 Strategy 2: Vocabulary: teachers identify key vocabulary words from lessons being taught, evidence of student applying new vocabulary in reading and writing assignments
 Strategy 3: Language Comprehension: regular daily access to engage in focus language activities (building background knowledge, intonation, reading with expressions, word choice, oral conversations, readers theater

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)?

<p><i>30-day plan</i></p>	<p>Universal Screening Tools/Diagnostic Data Collection</p> <ul style="list-style-type: none"> ● Identify students who need extra support(s) ● Investigate the specific needs for students identified as needing extra support(s) ● <i>Title team will meet with grade level teams to review data and discuss students' progress.</i> <p>Classroom Practices:</p> <ul style="list-style-type: none"> ● Phonological awareness warm ups and activities throughout the day ● Opportunities for orthographic mapping practiced ● Focused learning on foundational literacy concepts 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <ul style="list-style-type: none"> ● <i>K-3 Acadience and 95% diagnostics</i> ● <i>4-6th 95% diagnostics</i> ● <i>1-6th iReady and Lexia</i>
<p><i>60-day plan</i></p>	<p>Formative Assessment-To inform current instruction so teachers can adjust teaching and provide actionable feedback</p> <p>Progress Monitoring-monitor the progress of specific students who have been identified as needing extra support(s)</p> <p>Professional Development Sustained ongoing professional development focused on implementing best practices in foundational reading skills</p> <p>PLCs Focus on reviewing student work, anticipating student misconceptions, and identifying instructional strategies educators will use to support student learning opportunities to build collaborative relationships among teachers that support networking.</p> <p>Classroom Practices:</p> <ul style="list-style-type: none"> ● Phonological awareness warm ups and activities throughout the day ● Opportunities for orthographic mapping practiced 	<ul style="list-style-type: none"> ● <i>End of Unit Test in 95% core phonics</i> ● <i>Acadeince</i> ● <i>95% diagnostic progress monitoring</i> ● <i>Agendas from professional learning time</i> ● <i>PLC protocols completed by teaching teams</i> ● <i>Survey families who participated in focus groups</i> ● <i>Data from a Classroom Walkthrough Tool</i>

	<ul style="list-style-type: none"> ● Focused learning on foundational literacy concepts <p>Family Engagement: Family focus groups; two way communication with teachers; information in school newsletter</p>	
<p><i>90-day plan</i></p>	<p>Summative and Benchmark Assessments-To verify learning has occurred</p> <p>Professional Development Sustained ongoing professional development focused on implementing best practices in foundational reading skills</p> <p>PLCs Focus on reviewing student work, anticipating student misconceptions, and identifying instructional strategies educators will use to support student learning opportunities to build collaborative relationships among teachers that supports networking.</p> <p>Family Engagement <i>Zoom event with different breakout rooms to complete activities related to foundational reading skills; Q/A</i></p>	<ul style="list-style-type: none"> ● Summative data from end of unit assessments ● Agendas from professional learning time ● PLC protocols completed by teaching teams ● Survey families who participated in focus groups ● Data from a Classroom Walkthrough Tool

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

 [SIP Reflect and Revise Summary](#)

SIP Goal 2:

All students will demonstrate growth in mathematical number sense skills from Fall 2021 to Spring 2022, as measured by the iReady Mathematics Diagnostic (from a baseline 92% below grade level to a target of 82% below grade level) and the Smarter Balanced Assessment (from a baseline of 58% below standard from 2018-19 to a target of 52% not meeting standard). Our staff will continually deepen our antiracist teaching practice to provide a more affirming space for our students, particularly our Black, Indigenous, and Students of Color.

Theory of action

If we, the Chase Lake learning community, use high-quality mathematics instruction which is grounded in the use of evidence-based methods and implemented with fidelity, then students will be fluent and flexible with numbers and operations (number sense) within rich mathematical tasks.

How will we get the work done?

Strategies we will complete this year:	Person or team responsible
<p>Strategy 1: Number Talks An instructional routine where students feel encouraged to share their thinking. Used to promote number fluency and develop conceptual understanding of numbers and operations. Students have opportunities to share their thinking and learn from other students. Teachers listen to and represent student thinking. Number talks develop number sense and help students see the flexible and conceptual nature of mathematics (Boaler, 2015).</p>	<p>Leadership Team/Classroom Teachers</p>
<p>Strategy 2: Teach Tier 2-3 Math Vocabulary <ul style="list-style-type: none"> •Math Content Words •General Academic Words •Symbols: x, y, $+$, $-$, \div, \neq using cognitive content dictionaries and Marzano</p> <p>Explicit teaching should address words that have multiple meanings, concepts that can be represented with multiple terms, awareness of symbols and diagrams as they relate to mathematics, and the connection between mathematics vocabulary and everyday vocabulary</p> <p>Engage students in rich and lively activities that encourage deep processing of word meanings and provide a range of opportunities to encounter math vocabulary (Pierce & Fontaine, 2009).</p>	<p>Leadership Team/Classroom Teachers</p>

<p>Strategy 3: Math Games Embedded in instruction, will include debriefing and feedback. Games as adjuncts and aids</p>	<p>Leadership Team/Classroom Teachers</p>
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How will we know that the strategy is working?

Strategy 1: **Number Talks** Frequency per week/happening at least 1X/week; teacher reported student engagement and participation (sharing ideas/thinking visible/discourse with peers)
 Strategy 2: **Vocabulary:** Teachers identify one core vocabulary word of focus a week; Evidence of Cognitive Content Dictionaries or the Marzano method is present in student’s learning spaces.
 Strategy 3: **Math Games:** Students have regular/daily access to engage in math games; engaging families in an evening math event to strengthen home school partnerships

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)?

<p><i>30-day plan</i></p>	<p>Universal Screening Tools/Diagnostic Data Collection Identify students who need extra support(s) Investigate the specific needs for students identified as needing extra support(s)</p> <p>Classroom Practices: Small group rotations during math instruction, differentiation, focusing the learning on grade-level foundational mathematics concepts (school-wide focus on number sense) engage in rich tasks that provide multiple entry points opportunities to reason through the mathematics Productive struggle Growth mindset Math Games</p>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <ul style="list-style-type: none"> ● <i>iReady Mathematics Diagnostic</i> ●
<p><i>60-day plan</i></p>	<p>Formative Assessment-To inform current instruction so teachers can adjust instruction and provide actionable feedback</p> <p>Progress Monitoring-monitor the progress of specific students who have been identified as needing</p>	<p><i>Formative data of classroom teaching practices</i></p> <p><i>Review of classroom assessment data for students needing extra support</i></p>

	<p>extra support(s)</p> <p>Professional Development Sustained ongoing professional development focused on implementing best practices in mathematics instruction including: Math Talks, Vocabulary Strategies, and Math games. During staff meetings, building days, and learning labs (modeling of instructional strategies for teachers and opportunities for applied practice that builds knowledge of content).</p> <p>PLCs Focus on reviewing student work, anticipating student misconceptions, and identifying instructional strategies educators will use to support student learning opportunities to build collaborative relationships among teachers that supports networking.</p> <p>Classroom Practices: Everything from 30 days and Weekly Math Talks Use of CCD or Marzano to build T2-3 vocabulary</p> <p>Family Engagement connected to mathematics two way communication with teachers; information in newsletter</p>	<p><i>Professional development exit questions collected</i></p> <p><i>PLC Team protocols</i></p> <p><i>Review of teacher tools to increase two way communication. Family Newsletters</i></p> <p><i>Data from a Classroom Walkthrough Tool</i></p>
<p><i>90-day plan</i></p>	<p>Summative and Benchmark Assessments-To verify learning has occurred</p> <p>Professional Development Sustained ongoing professional development focused on implementing best practices in mathematics instruction including: Math Talks, Vocabulary Strategies, and Math games. During staff meetings, building days, and learning labs (modeling of instructional strategies for teachers and opportunities for applied practice that builds knowledge of content).</p> <p>PLCs Focus on reviewing student work, anticipating student misconceptions, and identifying instructional strategies educators will use to support student learning</p>	<p><i>Data review of Expressions end of the unit assessments</i></p> <p><i>Professional development exit questions collected</i></p> <p><i>PLC Team protocols</i></p> <p><i>Data from a Classroom Walkthrough Tool</i></p> <p><i>Family Math Night post event survey for families</i></p>

	<p>opportunities to build collaborative relationships among teachers that supports networking.</p> <p>Family Engagement connected to mathematics Family Math Night Grade level/classroom level target evening events</p>	
<p><i>Please complete the mid- and end-of-year reflect and revise summary using this link.</i></p> <p> SIP Reflect and Revise Summary</p>		

<p>SIP Goal 3: Each and every student will experience a strong sense of belonging at Chase Lake through supportive relationships with staff (68% responded favorably in Spring 2021 to a target of 74% in Spring 2022) indicated with an increased rate of positive feelings (70% responded favorably in Spring 2021 to a target of 77% in Spring of 2022) regarding their school experience as measured by Panorama data taken three times throughout the year. We will also host Family Focus Groups in our top three languages to collect SEL data. Our SEL teaching practices will be equitable and responsive to our students and families.</p>	
<p>Theory of action If we, as the Chase Lake learning community, build a continuum of social-emotional support that promotes a school-wide culture of safety and inclusive learning environments, then every student will have a strong sense of belonging at Chase Lake.</p>	
How will we get the work done?	
Strategies we will complete this year:	Person or team responsible
<p>Strategy 1: Second Step SEL curriculum in every classroom as a T1 strategy Provide instruction in culturally affirming social and emotional learning to support students’ sense of belonging, positive relationships, and engagement.</p>	<p>Classroom teachers working with grade level team and grade band</p>
<p>Strategy 2: All classrooms will use the Responsive Classroom morning meeting structures to build community, connection, belonging, and significance</p>	<p>Classroom teachers working with grade level team and grade band</p>

<p>Strategy 3: Ensure every student has a positive, caring relationship with at least one adult</p>	<p>Classroom teachers working with grade level team and grade band SEL Team</p>
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How will we know that the strategy is working?

Strategy 1: Record of T1 lesson day and time; fewer office referrals to support challenging behavior; fewer referrals for T2 counseling intervention

Strategy 2: Panorama data for positive feelings will increase by at least 5% Student survey for K-2?

Strategy 3: Panorama data for positive feelings will increase by at least 5%

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)?

<p><i>30-day plan</i></p>	<ul style="list-style-type: none"> ● Restructuring how we respond to student behavior: classroom focused versus exclusionary ● SEL in the Classroom Self-Assessment ● All K-3 classrooms: Problem Solving lessons using Kelso’s Choice (3 lessons) facilitated by psych/counseling team ● Morning Meetings in every classroom 	<ul style="list-style-type: none"> ● Wellness screener data collected ● Self-Assessment Data ● Kelso implementation fidelity checks
<p><i>60-day plan</i></p>	<ul style="list-style-type: none"> ● <i>Restorative practices in the classroom</i> ● <i>Incident Report Form for Paras to support prosocial student behavior at recess</i> ● <i>School wide process for identifying students who need a positive, caring, relationships with an adult</i> ● T2-T3 Social groups facilitated by counseling team and Student Intervention Coordinator to support 	<ul style="list-style-type: none"> ● Pre-Post Assessment for students in T2-T3 SEL intervention ● SWIS data from Incident report forms
<p><i>90-day plan</i></p>	<ul style="list-style-type: none"> ● Professional development for paraeducators: strategies for promoting prosocial behavior 	<ul style="list-style-type: none"> ● Exit questions from professional learning

	<ul style="list-style-type: none"> • SEL in the Classroom Self-Assessment for all staff to reflect and revise goals and strategies for SEL 	<ul style="list-style-type: none"> with staff: needs assessment for support • Self-assessment data
<p><i>Please complete the mid- and end-of-year reflect and revise summary using this link.</i></p> <p>☰ SIP Reflect and Revise Summary</p>		

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

Name:	Role:
Anndrea Fernandez	Student Intervention Coordinator
Ony Huffman	Title Teacher
Quyen Terry	ML Teacher
Sarah Olive	Psych/Counseling
Sophie Blum	6th Grade Teacher
Kelly Andrews	Kindergarten Teacher
Angie Currie	4th Grade Teacher
<p><i>Moving forward the School Improvement Plan will be shared, analyzed, and revised/edited with our Family Advisory Team and our PTSA Team.</i></p>	
Flor Garcia	Family Advisory Team
Talia Altamirano	Family Advisory Team
Anabel Miranda	Family Advisory Team

Links to supporting documents

- [Reflect and revise plan \(progress monitoring plan\)](#)
- Strategic plan