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	2021-2022
Our School Name	Martha Lake 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.

The amazing community of Martha Lake has been responsive to barriers that COVID has exasperated during this pandemic. We have chosen to maintain our positivity, working together to continue our commitment in ensuring our students grow academically, meeting social-emotional needs first.

Positive relationships and communication are a priority to ensure Martha Lake is a thriving school. Our

diverse student body includes students who speak over 39 different languages, with Spanish and Portuguese heading the list. Our students also span a wide socio-economic range, differently abled, and identities.

As the support needs of our students have changed in the past ten years, our instructional staff understand the need for differentiation for every student. Alignment across grade level teams is rooted in best research-based instructional practice and continues to be a focus with collaboration amongst support staff and paraeducators. Academically, our staff recognize the impact of COVID on learning and are experiencing an even wider range of skill levels, emphasizing the need for multiple entry points for every student. This includes using technology to teach and learn digitally to reach students in a way that enhances classroom learning. In response to COVID, our counseling and classroom staff focus on the socio-emotional wellness of our community, examples are lessons on emotional regulation and resilience.

Family engagement continues to be an emphasis as we navigate through the COVID protocols. Our events have become remote, including parades, assemblies, and chats to engage online with students, staff and families. A weekly newsletter, translatable in multiple languages, is one tool we use in reaching our community. Recognizing our second most spoken language is Spanish, we have committed to ensuring materials are available in both languages in signage in our school, while also utilizing a language line and interpreters for staff to be able to partner with families.

Our Race and Equity team worked collaboratively last year on numerous projects. First, our team examined our physical spaces to ensure they were welcoming to ALL. We looked at our school's entryway and office area through the lens of students, families who don't speak English, and community visitors with different abilities. The goal being to ensure all who entered felt welcome with the result being a space that mirrored our diverse community. We examined the power of teacher expectations in the classroom and discussed strategies for class management to better reach all students. The team also developed virtual rooms highlighting different cultures and identities with students contributing to these celebrations by sharing biographies of members of our school and community. One of the key learning professional developments led by the team was our understanding of gender inclusivity.

Our school has many new faces, including several new teachers and support staff with the intention of hiring staff who reflect our student population. These staff are a welcome addition to the existing staff to ensure that Martha Lake continues to grow with our community while meeting our students' needs.

Group	Number of Students	% of Students	Group	Number of Students	% of Students
Enrollment (October)	389	NA	Two or More Races	51	13.14%
American Indian/Alaskan Native	2	0.21%	English Language Learners	132	33.75%
Asian	76	19.58%	Homeless/ McKinney-Vento	3	0.76%

Black/African American	27	6.95%	Low Income	152	38.87%
Hispanic/Latinx	113	29.1%	Section 504	5	1.27%
Native Hawaiian/Other Pacific Islander	2	0.51%	Students with Disabilities	37	9.46%
White	119	30.67%	Student Mobility	20	4.29%

Section 2. Vision and Mission

Our Equity, Engagement, and Excellence (E$_3$ 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

E$_3$ 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)	*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)* ● *Exclusionary discipline (in-school, out-of--school, expulsion, removal to alternative setting due to discipline/behavior by reason, length or suspension/expulsion (or office discipline referral?)* ● *Panorama student survey data*
Instructional Excellence (and student learning)	● *Skyward: Enrollment in advanced courses and specialized programs; grade level on-track indicators* ● *Homeroom: i-Ready, Running Records; Acadience (Dyslexia Screener)* ● *OSPI state assessments: Grade K: WaKIDS; grades 3-6: 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:

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?
Disparities will continue to be examined as our historically underserved students need attention and support. The data clearly illustrates that there needs to be a continued emphasis on bridging the opportunity gap for our students from historically marginalized backgrounds through increased engagement by staff and unwavering advocacy for equitable access to learning supports and resources. A strength identified that our SIP will continue to build and expand on is the fact that our Asian student body scored above benchmark. The disparities in student outcomes were examined with an equity lens that focused on identifying the factors that lead to the divergence in outcomes for our most vulnerable students and ensuring intentional, actionable, and measurable strategies are being embedded in our curriculum and instruction to help address and reduce those factors.

How were stakeholders engaged (e.g., families, students, educators) in an ongoing way, to help create, support and monitor our SIP?
Given the impact of the pandemic, we were unable to engage our stakeholders as much as we would have preferred. Throughout this year, we will seek opportunities for on-going engagement with our students and families as we continuously monitor and refine our SIP. We will be intentional about using our SIP as a living, guiding document that will help inform practice and instruction and evolve to help meet and exceed our students, staff and communities' needs.

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?

Increased data literacy of staff and alignment in practice across grade levels will continue to be areas of focus in our work. Furthermore, highlighting the correlation between data-driven, and timely interventions with core instruction will bring student and staff needs to the forefront of our decision

making. Additionally, establishing instructional frameworks in collaboration with staff has cultivated a culture of belonging which is in direct support of district-wide initiatives of strengthening equity and engagement.

What are the goals that our school will focus on this school year and why?
Our goals include aligning our school SIP to the District strategic plan ensuring the three pillars of E3, engagement, equity and excellence, are at the forefront as areas of focus for our staff, students and community. Together, our SIP and the strategic plan will function as a roadmap towards building on and improving relationships, accelerated learning and ensuring high-quality teaching and learning are provided to all students.

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.

SIP Goal 1:

Between Fall of 2021 and Spring of 2024, students in grades K-6 will be able to read at grade level achieving at least 2% growth each year as measured by i-Ready and Running Records.

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

If we provide intentional, differentiated and fluid small group instruction during core reading based on student data, then our students will be able to read at grade level standards at Martha Lake Elementary.

How will we get the work done?	
Strategies we will complete this year	Person or team responsible
Strategy 1: Learning and implementation of differentiated small group instruction in core reading	Principal and classroom teachers
Strategy 2: *(optional)*	

Strategy 3: *(optional)*	

How will we know that the strategy is working?
Strategy 1: Growth in student assessment data and implementation of robust and fluid small group instruction.
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?* ● Administer assessments per District Data Collection Schedule ● Develop site-based PD plan	*What evidence or data will we review? (e.g., implementation and/or outcome data)* i-Ready Running Records Acadience (Dyslexia Screener) WaKids
60-day plan	*What does this look like in action?* ● Teachers receive PD ● Review data ● Plan Tier 1 reading groups ● Identify Tier 2 small groups	*What evidence or data will we review? (e.g., implementation and/or outcome data)* i-Ready Running Records Acadience WaKids SBA
90-day plan	*What does this look like in action?* ● Progress monitor ● Review data	*What evidence or data will we review? (e.g., implementation and/or outcome data)*

	● Adjust interventions, small groups in Tier 1 & 2	Progress monitoring i-Ready Running Records SBA

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

📄 *SIP Reflect and Revise Summary*

SIP Goal 2:

Between Fall of 2021 and Spring of 2024, students in grades K-6 will achieve at least 2% growth annually in grade level Math standards as measured by i-Ready and/or SBA.

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

If we provide intentional, differentiated and fluid small group instruction during core math based on student data, then our students will be able to read at grade level standards at Martha Lake Elementary.

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: Learning and implementation of differentiated small group instruction in core math.	Principal and classroom teachers
Strategy 2: *(optional)*	
Strategy 3: *(optional)*	

How will we know that the strategy is working?		
Strategy 1: Learning and implementation of differentiated small group instruction in core math.		
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?* ● Administer assessments per District Data Collection Schedule ● Develop site-based PD plan	*What evidence or data will we review? (e.g., implementation and/or outcome data)* i-Ready Math WaKids
60-day plan	*What does this look like in action?* ● Continue administration of assessments per District Data Collection Schedule ● Teachers receive i-Ready PD ● Review data ● Plan and implement Tier 1 math groups	*What evidence or data will we review? (e.g., implementation and/or outcome data)* i-Ready Math WaKids SBA Common Classroom Based Assessments
90-day plan	*What does this look like in action?* ● Review data ● Plan and implement Tier 2 math groups	*What evidence or data will we review? (e.g., implementation and/or outcome data)* i-Ready Math SBA Common Classroom Based Assessments
Please complete the mid- and end-of-year reflect and revise summary using this link. 📄 *SIP Reflect and Revise Summary*		

SIP Goal 3:
Between Fall 2021 and Spring 2024, our K-6 students will show growth in feeling a sense of belonging each year over the next three years as measured by Panorama and site-based surveys.

Theory of action (Please use "If and then" statements to explain how your strategy or strategies will achieve this goal)
We must first meet the social emotional needs of our students in order to meet the academic needs.

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: Explicit teaching of SEL in all classrooms, topics include: acceptance, emotional regulation, anti-bullying, coping strategies, and inclusion plus others as needed	Counselors and classroom teachers
Strategy 2: *(optional)*	
Strategy 3: *(optional)*	

How will we know that the strategy is working?		
Strategy 1: Explicit teaching of SEL in all classrooms		
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?* ● implementation of SEL lessons	*What evidence or data will we review? (e.g., implementation and/or outcome data)*

		Panorama Staff observation and referrals
60-day plan	*What does this look like in action?* ● Continue implementation of SEL lessons ● Identify students who need more direct support ● Create and begin individual and small group sessions	*What evidence or data will we review? (e.g., implementation and/or outcome data)* Student referrals SWIS data Panorama
90-day plan	*What does this look like in action?* ● Review monitor and adjust ● Analyze data: Identify areas of concern or function of behavior ● Design plan and implement for greatest needs	*What evidence or data will we review? (e.g., implementation and/or outcome data)* Student referrals SWIS data Panorama

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

📄 *SIP Reflect and Revise Summary*

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

Name:	Role:
Stephanie Kay-Fredrickson	**Principal**
Anne Tibbetts	**School Psychologist/Counselor**
Tammy Hemion	**Special Education Teacher**

Lydia Garrod	**Title/LAP Teacher**
Caitlin Kosovich	**Library Information Specialist**
Jan Beaman	**Paraeducator**

Links to supporting documents

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