



# 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	Mountlake Terrace 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.

Mountlake Terrace Elementary (MTE) prides itself on being an inclusive school community. We welcome all that enter our doors, we embrace and value differences, and celebrate learning every day. We offer three special education programs including 1st- 3rd Intensive Support, 4th-6th Intensive Support, and a K-6 Special Education resource room program. We also offer Multi-Language Learning services to close to 100 students school-wide who speak just over 10 different languages. At MTE, we strive to meet the

social, emotional, and academic needs of every student. We use Positive Behavior Interventions and Supports (PBIS); a multi-tiered system to support students in social and emotional learning and create a positive learning environment across the school. We have a team that meets regularly to review our systems, analyze data, and collaborate around ways to meet the needs of every student. As a staff, we recognize that institutional racism exists in the educational system. We have a team made up of faculty and family members that are working to learn more about the barriers that exist for historically marginalized groups and how we can uncover and disrupt those barriers to provide equitable access to a high quality education for every student. At MTE, staff, families, and community members have partnered to create enrichment programs that benefit all our students. Over time, we have developed a strong arts program in which students learn art history, elements of art, and study artists from a wide range of cultures. While the program is rooted in the WA State Art Standards, we also recognize the value of art to the social and emotional well-being of our students as well as art as an expression of both cultural and individual identity. There are many other enrichment programs at MTE such as Ukulele Club, a running club, choir, student council, the Rainbow Club, and more. It is our vision that every student can find a club or activity that appeals to them and increases a sense of belonging at our school. We are proud to serve the students and families of MTE and strive to make a difference in the lives of our students and families.

### 2021-22 Enrollment Data

Group	# of Students	% of Students	Group	# of Students	% of Students
Total Enrollment	450		Two or More Races	60	13.3%
American Indian/Alaskan Native	4	0.9%	English Language Learners	93	20.7%
Asian	43	9.6%	Homeless/McKinney-Vento	25	5.6%
Black/African American	27	6.0%	Free and Reduced Lunch	249	55.3%
Hispanic/Latino	132	29.3%	Section 504	17	3.8%
Native/Pacific Islanders	4	0.9%	Special Education	78	17.3%
White	180	40.0%			

## Section 2. Vision and Mission

**Our Equity, Engagement, and**

**The Edmonds School district is relentlessly focused on ensuring Equity, Excellence, and Engagement for ALL students.**

Excellence (E <sub>3</sub> Vision)	
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 <sub>3</sub> 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. <b>Please ensure the data that you used to inform your SIP are listed and delete data sources that you did not use.</b>
<b>Equity</b> (such as student demographics)	<ul style="list-style-type: none"> <li>● All state assessment and district data for students overall and disaggregated by race, ethnicity, ELL/multilingual learners, migrant, homeless, economically disadvantaged, students with disabilities.</li> <li>● District data stored on Skyward, Homeroom, and Panorama will also be disaggregated by economically disadvantaged, student mobility, and homeless student groups</li> <li>● Staff professional development topics, attendance</li> </ul>
<b>Engagement</b> (such as school culture and climate)	<ul style="list-style-type: none"> <li>● Skyward: Student attendance (percent regular attenders),</li> <li>● 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?))</li> <li>● Panorama student survey data</li> <li>● SEL and Problem Solving Team referral tracking forms</li> </ul>
<b>Instructional Excellence</b> (and student learning)	<ul style="list-style-type: none"> <li>● Homeroom: Grades K-12 I-Ready, Grades 1-6 Running records; Grade K-6 Acadience (Dyslexia Screener)</li> <li>● OSPI state assessments: Grade K: WaKIDS; grades 3-8 and 10: SBA or WA-AIM math and reading ; grades 4-6: percentage of students who achieved high learning growth; WIDA (ELPA21)</li> <li>● Classroom walkthrough tool focused on high-leverage Tier 1 strategies - conferring, small group learning, consistent use of guaranteed viable curriculum.</li> <li>● Intervention tracking and progress monitoring, Grades K-6</li> </ul>

**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?

We believe that every student at Mountlake Terrace Elementary is capable of achieving at or above grade level in both reading and math. The data reveals that many of our students are performing at grade level standard, however, we want to look closely at students that are achieving below grade level in both reading and math. To closely analyze the picture of achievement at our school, we used multiple data points gathered by our district. We disaggregated the data by ethnicity, disability, language, and economic status. Our analysis revealed that students who most often do not achieve at grade level in reading and math are students who are receiving MLL services, students who are receiving Special Education services, economically disadvantaged students, and students of color.

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

The initial planning of the SIP engaged staff through the Instructional Leadership Team and through individual conferences with every staff member and the principal. The Instructional Leadership Team and the Equity Team plan to engage families in the school improvement process with opportunities for input throughout the school year in the following ways:

- Family/Principal Connection Meetings (monthly for both English and Spanish speaking families)
- Family representation on our Equity team (monthly meetings)
- PTO (involvement and input opportunity at monthly meetings)
- Survey input opportunities (family input regarding a sense of belonging in fall, winter, and spring)

Leadership teams will also plan for student input to help shape our work. Opportunities for input will include the following:

- Student SEL Wellness Screener
- Principal connection meetings for students (monthly)

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 have identified the following potential causal factors that have contributed to the current achievement results.

- The pandemic forced our school district to switch from in-person to remote learning. Teaching in a distance learning model proved to be challenging in a multitude of ways. Students and teachers reported that building community and relationships online was difficult. Opportunities for formative assessment were limited as well as opportunities to provide feedback for learning. Families reported struggling with balancing work obligations and childcare, illness, and financial hardship. The pandemic created additional trauma for many of our already trauma-impacted students and families. Additionally, the pandemic also caused a broadened opportunity gap for our historically marginalized population. Our ability to formatively assess for learning and provide targeted interventions was significantly impacted by the online learning model as well as the hybrid model.

- We are working toward becoming more effective in our use of current data in order to more accurately progress monitor and deliver targeted small-group instruction. As a staff, we have not fully leveraged working as teams to plan for targeted intervention in both math and reading. Our teachers want to continue to improve their practice in working in collaborative grade level teams with the Title I and ML teachers to provide effective interventions at the tier 2 level.

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

We will develop our E3 MTSS systems for both SEL and academic learning in following areas:

- 1) Focusing on the use of data and targeted interventions in small group instruction for reading K-6.
- 2) Focusing on the use of data and targeted interventions in small group instruction for math K-6.
- 3) Building strong relationships with students and families and continuing to create a culturally responsive and equitable school environment to increase SEL and academic achievement.

By collectively putting our efforts into these three areas, Mountlake Terrace Elementary will effectively change the narrative that our current data now tells. Our staff, students, families, and community will have confidence that at Mountlake Terrace Elementary every student has an equitable opportunity to achieve at high levels regardless of ethnicity, language, ability, or economic status.

### 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: (SMARTIE goal here)

All students in 4th, 5th, and 6th grades at Mountlake Terrace who do not meet standard in Reading on the fall 2021 SBA and running records will achieve their “expected growth” goal each year for three years on the iReady Reading Diagnostic.

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

If we focus as a staff on increasing our data literacy and implementing high-leverage small-group instruction, then students will receive more differentiated literacy instruction in order to be able to read at grade-level standard.

***How will we get the work done?***

Strategies we will complete this year (Please list <b>up to three strategies to meet the needs of your students</b> )	Person or team responsible
Strategy 1: Increase data literacy amongst staff, working regularly in collaborative data teams to analyze data and inform instruction.	Principal and certificated staff.
Strategy 2: <i>(optional)</i> : As a staff, study best practices for small group instruction K-6 to implement in response to the data analysis.	Principal and certificated staff.
Strategy 3: Students engage in two lessons of iReady reading practice each week.	Principal and certificated staff.

**How will we know that the strategy is working?**

Strategy 1: Increase data literacy amongst staff, working regularly in collaborative data teams to analyze data and inform 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)?***

<i>30-day plan</i>	<i>What does this look like in action?</i>	<i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i>
	<ul style="list-style-type: none"> <li>Teachers meet in grade-level teams once a month to review data and determine next steps for instruction.</li> <li>I-Ready PD</li> </ul>	<p>I-Ready Reading Diagnostic Curriculum Embedded Assessments</p>

	<ul style="list-style-type: none"> <li>• Administer all assessment using the district assessment calendar</li> </ul>	<p>SBA Running Records WaKids</p>
<i>60-day plan</i>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> <li>• Teachers continue to meet in grade-level teams once a month to review data and determine next steps for instruction.</li> <li>• Principal utilizes learning walk tools to see evidence in classrooms and provide feedback</li> <li>• Small groups formed using student data.</li> </ul>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>I-Ready Reading Diagnostic Curriculum Embedded Assessments Running Records Learning walk tool data</p>
<i>90-day plan</i>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> <li>• Teachers continue to meet in grade-level teams once a month to review data and determine next steps for instruction.</li> <li>• Principal continues to utilizes learning walk tools to see evidence in classrooms and provide feedback</li> <li>• Small groups formed and evidence of fluidity using student data.</li> </ul>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>I-Ready Reading Diagnostic Curriculum Embedded Assessments Running Records Learning walk tool data</p>

**How will we know that the strategy is working?**

Strategy 2: As a staff, study best practices for small group instruction K-6 to implement in response to the data analysis.

**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><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> <li>● Teachers meet in grade-level teams once a month to review data and determine next steps for instruction.</li> <li>● I-Ready PD</li> <li>● Administer all assessment using the district assessment calendar</li> </ul>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>I-Ready Reading Diagnostic Curriculum Embedded Assessments SBA Running Records WaKids</p>
<p><i>60-day plan</i></p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> <li>● Professional Development for high-leverage small group instructional practices</li> <li>● Teachers continue to meet in grade-level teams once a month to review data and determine next steps for instruction.</li> <li>● Principal utilizes learning walk tools to see evidence in classrooms and provide feedback</li> <li>● Small groups formed using student data.</li> <li>● Balanced Literacy Framework PD</li> </ul>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>I-Ready Reading Diagnostic Curriculum Embedded Assessments Running Records Learning walk tool data</p>
<p><i>90-day plan</i></p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> <li>● Implement high-leverage small group instructional practices</li> <li>● Teachers continue to meet in grade-level teams once a month to review data and determine next steps for instruction.</li> </ul>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>I-Ready reading diagnostic Curriculum Embedded Assessments Running Records</p>



	<ul style="list-style-type: none"> <li>● Principal continues to utilize learning walk tools to see evidence in classrooms and provide feedback</li> <li>● Small groups formed and evidence of fluidity using student data.</li> </ul>	Learning walk tool data

<b>How will we know that the strategy is working?</b>		
Strategy 3: Students engage in two lessons (totaling 40 minutes) of iReady reading practice each week.		
<b><i>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)?</i></b>		
<i>30-day plan</i>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> <li>● Teachers meet in grade-level teams once a month to review data and determine next steps for instruction.</li> <li>● I-Ready PD</li> <li>● Administer all assessment using the district assessment calendar</li> </ul>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>I-Ready Reading Diagnostic Curriculum Embedded Assessments SBA Running Records WaKids</p>

<p><i>60-day plan</i></p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> <li>● Professional Development for high-leverage small group instructional practices</li> <li>● Teachers continue to meet in grade-level teams once a month to review data and determine next steps for instruction.</li> <li>● Principal utilizes learning walk tools to see evidence in classrooms and provide feedback</li> <li>● Small groups formed using student data.</li> <li>● Balanced Literacy Framework PD</li> </ul>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>I-Ready Reading Diagnostic Curriculum Embedded Assessments Running Records Learning walk tool data</p>
<p><i>90-day plan</i></p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> <li>● Implement high-leverage small group instructional practices</li> <li>● Teachers continue to meet in grade-level teams once a month to review data and determine next steps for instruction.</li> <li>● Principal continues to utilizes learning walk tools to see evidence in classrooms and provide feedback</li> <li>● Small groups formed and evidence of fluidity using student data.</li> </ul>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>I-Ready Reading Diagnostic Curriculum Embedded Assessments Running Records Learning walk tool data</p>

**SIP Goal 2: (SMARTIE goal here)**

**All students in 4th, 5th, and 6th grades at Mountlake Terrace who do not meet standard in math on the fall 2021 SBA and on the iReady Math Diagnostic will achieve their “expected growth” goal each year for three years on the iReady Math Diagnostic.**

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

If we focus as a staff on increasing our data literacy and implementing high-leverage small group instruction, then students will receive more differentiated mathematics instruction in order to be able to achieve at grade-level standard.

**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: Increase data literacy amongst staff, working regularly in collaborative data teams to analyze data and inform instruction.	Principal and certificated staff.
Strategy 2: (optional): Teachers meet in grade-level teams once a month to review data and determine next steps for instruction.	Principal and certificated staff.
Strategy 3: (optional): Students engage in two lessons (totaling 40 minutes) of iReady reading practice each week.	Principal and certificated staff.

**How will we know that the strategy is working?**

Strategy 1: Increase data literacy amongst staff, working regularly in collaborative data teams to analyze data and inform instruction. Teachers meet in grade-level teams once a month to review data and determine next steps for 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)?***

<p><i>30-day plan</i></p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> <li>● Teachers meet in grade-level teams once a month to review data and determine next steps for instruction.</li> <li>● I-Ready PD</li> <li>● Administer all assessment using the district assessment calendar</li> </ul>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>I-Ready Math Diagnostic Curriculum Embedded Assessments WaKids</p>
<p><i>60-day plan</i></p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> <li>● Professional Development for high-leverage small group instructional practices</li> <li>● Teachers continue to meet in grade-level teams once a month to review data and determine next steps for instruction.</li> <li>● Principal utilizes learning walk tools to see evidence in classrooms and provide feedback</li> <li>● Small groups formed using student data.</li> <li>● Mathematics Framework PD</li> </ul>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>I-Ready Math Diagnostic Curriculum Embedded Assessments Learning walk tool data SBA</p>
<p><i>90-day plan</i></p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> <li>● Implement high-leverage small group instructional practices</li> <li>● Teachers continue to meet in grade-level teams once a month to review data and determine next steps for instruction.</li> <li>● Principal continues to utilizes learning walk tools to see evidence in classrooms and provide feedback</li> </ul>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>I-Ready Math Diagnostic Curriculum Embedded Assessments Learning walk tool data SBA</p>

	<ul style="list-style-type: none"> <li>● Small groups formed and evidence of fluidity using student data.</li> </ul>	
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Please complete the mid- and end-of-year reflect and revise summary using this link.

[SIP Reflect and Revise Summary](#)

<p><b>How will we know that the strategy is working?</b></p>		
<p>Strategy 2: As a staff, study best practices in running small groups K-6 to implement in response to the data analysis.</p>		
<p><b><i>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)?</i></b></p>		
<p><i>30-day plan</i></p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> <li>● Teachers meet in grade-level teams once a month to review data and determine next steps for instruction.</li> <li>● I-Ready PD</li> <li>● Administer all assessment using the district assessment calendar</li> </ul>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>I-Ready Math Diagnostic Curriculum Embedded Assessments WaKids</p>
<p><i>60-day plan</i></p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> <li>● Mathematics Framework PD</li> <li>● Professional Development for high-leverage small group instructional practices</li> <li>● Teachers continue to meet in grade-level teams once a month to review data and determine next steps for instruction.</li> </ul>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>I-Ready Math Diagnostic Curriculum Embedded Assessments</p>

	<ul style="list-style-type: none"> <li>Principal utilizes learning walk tools to see evidence in classrooms and provide feedback</li> <li>Small groups formed using student data.</li> </ul>	Learning walk tool data SBA
<i>90-day plan</i>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> <li>Implement high-leverage small group instructional practices</li> <li>Teachers continue to meet in grade-level teams once a month to review data and determine next steps for instruction.</li> <li>Principal continues to utilize learning walk tools to see evidence in classrooms and provide feedback</li> <li>Small groups formed and evidence of fluidity using student data.</li> </ul>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>I-Ready Math Diagnostic Curriculum Embedded Assessments Learning walk tool data SBA</p>
<p><i>Please complete the mid- and end-of-year reflect and revise summary using this link.</i></p> <p><a href="#">SIP Reflect and Revise Summary</a></p>		

<b>How will we know that the strategy is working?</b>		
Strategy 3: <i>(optional)</i> : Students engage in two lessons (totaling 40 minutes) of iReady reading practice each week.		
<b><i>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)?</i></b>		
<i>30-day plan</i>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> <li>Teachers meet in grade-level teams once a month to review data and determine next steps for instruction.</li> <li>I-Ready PD</li> <li>Administer all assessment using the district assessment calendar</li> </ul>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>I-Ready Curriculum Embedded Assessments SBA</p>

		Running Records
<i>60-day plan</i>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> <li>● Teachers continue to meet in grade-level teams once a month to review data and determine next steps for instruction.</li> <li>● Principal utilizes learning walk tools to see evidence in classrooms and provide feedback</li> <li>● Small groups formed using student data.</li> </ul>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>I-Ready Curriculum Embedded Assessments Running Records Learning walk tool data</p>
<i>90-day plan</i>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> <li>● Implement high-leverage small group instructional practices</li> <li>● Teachers continue to meet in grade-level teams once a month to review data and determine next steps for instruction.</li> <li>● Principal continues to utilize learning walk tools to see evidence in classrooms and provide feedback</li> <li>● Small groups formed and evidence of fluidity using student data.</li> </ul>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>I-Ready Curriculum Embedded Assessments Running Records Learning walk tool data</p>

**SIP Goal 3: (SMARTIE goal here)**

All students in 4th, 5th, and 6th grades will report a growth of 3%-5% per year for the next three years in sense of belonging to Mountlake Terrace Elementary, using Panorama data and other qualitative data such as school surveys, at the end of each year for three years.



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

If we intentionally focus on creating a welcoming, inclusive environment that prioritizes students’ sense of belonging, then we will have decreased instances of bullying, intimidation, and fighting among our student population and increased engagement.

**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: Increase data literacy of students’ self-reported sense of belonging data as a staff	Principal and certificated staff.
Strategy 2: Implement positive behavioral supports and social-emotional learning strategies K-6	All staff
Strategy 3: (optional)	

**How will we know that the strategy is working?**

Strategy 1: Observation of implementation of positive behavioral supports and social-emotional learning in grades K-6

**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?	What evidence or data will we review? (e.g., implementation and/or outcome data)
	<ul style="list-style-type: none"> <li>Staff meeting in small groups to review data from 2020 related to students’ sense of belonging.</li> <li>PD for 4-6 teachers on Second Steps Curriculum</li> </ul>	<p>Panorama SEL Screener</p>



	<ul style="list-style-type: none"> <li>● PD for K-3 teachers on best SEL practices</li> </ul>	
<i>60-day plan</i>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> <li>● Staff meeting in small groups to review data related to students' sense of belonging from fall 2021.</li> <li>● Establishing relationship centered practices during morning meetings, small group instruction, and individual conferring.</li> <li>● Equity Team shares best practices for equitable instruction</li> <li>● Continue to implement culturally responsive practices</li> <li>● Continued progress monitoring and course corrections as necessary</li> </ul>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>Feedback/reflection on student-led conferences</p>
<i>90-day plan</i>	<p><i>What does this look like in action?</i></p> <p>Staff meeting in small groups to review data related to students' sense of belonging.</p> <ul style="list-style-type: none"> <li>● Staff meeting in small groups to review winter and spring Panorama data.</li> <li>● Continue relationship centered practices during morning meetings, small group instruction, and individual conferring.</li> <li>● Equity Team continues to share best practices for equitable instruction</li> <li>● Continue to implement CRT practices</li> <li>● Continued progress monitoring and course corrections as necessary</li> </ul>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>Staff self-report on their ability to include CRT practices and relationship-centered practices in their teaching</p>
<p><i>Please complete the mid- and end-of-year reflect and revise summary using this link.</i></p> <p><a href="#">SIP Reflect and Revise Summary</a></p>		

**How will we know that the strategy is working?**

Strategy 2: Implement positive behavioral supports and social-emotional learning strategies K-6

***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><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> <li>● Staff meeting in small groups to review data from 2020 related to students’ sense of belonging .</li> <li>● PBIS Team meets to develop materials for school plan.</li> <li>● PD for teachers grades 4-6 on Second Steps</li> </ul>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>Staff self-report of their ability to include Second Step/SEL lessons/concepts into their instruction during pandemic teaching</p>
<p><i>60-day plan</i></p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> <li>● Staff meeting in small groups to review data from fall 2021 related to students’ sense of belonging.</li> <li>● PD on PBIS plan for Mountlake Terrace Elementary</li> <li>● Implement PBIS plan school-wide.</li> <li>● Second Steps curriculum implemented school-wide.</li> </ul>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>SWIS data from Sept/Oct for bullying, intimidation, and fighting among students</p>
<p><i>90-day plan</i></p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> <li>● Staff meeting in small groups to review data from winter and spring related to students’ sense of belonging.</li> <li>● Continue to implement PBIS plan school-wide.</li> <li>● PBIS Team revises plan as necessary.</li> </ul>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>SWIS data from Nov/Dec for bullying, intimidation, and fighting among students</p>

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

[SIP Reflect and Revise Summary](#)


**How will we know that the strategy is working?**


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

Name:	Role:
Maria Losee	School Principal
Jennifer Mackler	Title I Teacher and Instructional Coach
Tracy Boradori	Title I Teacher
Patricia Gloth	Fourth Grade Teacher
Mari Knowles	Fourth Grade Teacher
Cathy Daly	First Grade Teacher
Nicole Harreld	Music Teacher
Angie Peters	Student Intervention Coordinator and Principal Intern

### Links to supporting documents

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