



Edmonds School Improvement Plan (SIP) (Grades PreK, K-6, K-8, 7-8, and 9-12) 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 every student experiences belonging and is 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	2022-2023
Our School Name	Martha Lake Elementary School

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.

As we navigate post-pandemic recovery, Martha Lake staff are diligently working to meet the social-emotional needs of our students while advancing their academic growth. We have chosen the theme of *Belonging* to help guide our work and are committed to strengthening the connections between staff, students, families, and our community.

Positive relationships and communication continue to be a priority to ensure Martha Lake is a thriving school. Our student body encompasses students with a broad range of diverse backgrounds, with over 40 languages spoken across a wide socio-economic and differently abled population. This year, we welcomed nearly one hundred students to our school, a quarter of whom were returning from remote learning with the rest new. While the number is a large increase, proportionately our demographic of students remains unchanged. To support our growing student population, our staffing allocation increased 0.5 FTE each for Multilingual and Special Education along with two additional classrooms. We continue to hire qualified candidates who reflect our diverse student population and are excited to be fully staffed in our Title/LAP department. With these added supports, we can now implement an intervention block school-wide.

With the shift in student support needs, 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 staff. Academically, our staff recognizes 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 in order to enhance classroom learning. In response to COVID, our counseling and classroom staff focus on the socio-emotional wellness of our community with lessons on emotional regulation and resilience while recognizing the importance of digital citizenship in ensuring the safety of all students.

As COVID protocols are lifted, we, along with our community, are thrilled to delve into family engagement. Our beginning of the year community events, Meet the Teacher and Open House, welcomed students and families and were highly attended. Families are excited to volunteer, including our full PTA Board anxious to plan family events throughout the year to help further our community connections to deepen a sense of belonging.

Our weekly school-wide newsletter continues to relay important initiatives, expectations and school events. Recognizing our second and third most spoken languages are Spanish and Portuguese, we continue our commitment to ensuring materials are available in those languages, including signage in our school, and in the utilization of a language line and interpreters so staff can partner with families.

Our Race and Equity team worked collaboratively last year on projects, including a book study on Being the Change and has three projects planned for school-wide implementation. We continue to grow our understanding of gender inclusivity with a sense of belonging being the cornerstone of our work. To launch our school-wide pledge every staff shared their copies of Be You within their classrooms with the goal that all our students, individually and collectively, bravely be themselves.

Demographic Data:

Group	Number of Students	% of Students	Group	Number of Students	% of Students
Enrollment (October)	485	NA	Two or More Races	39	8.04%
American Indian/Alaskan Native	0	0%	Multilingual Learners	168	34.63%
Asian	95	19.58%	Homeless/McKinney-Vento	6	1.23%
Black/African American	49	10.10%	Low Income	240	49.48%
Hispanic/Latinx	154	31.75%	Section 504	7	1.44%
Native Hawaiian/Other Pacific Islander	3	0.61%	Students with Disabilities	51	10.51%
White	145	29.89%			

Section 2. Vision and Mission

Our Equity, Engagement, and Excellence (E3 Vision)	Equity, engagement, and excellence for each and every student.
Our Mission	Our mission is to advocate for each and every student by providing learning environments that embrace their cultural and linguistic diversity as an asset that will prepare them for success as lifelong learners and responsible world citizens.

Data and Stakeholder Engagement Summary

E3 Category	Data that we used to tell our story (e.g., assessments, surveys, focus groups, and other data).	
Equity (such as student demographics)	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	<p><i>All state assessment and district data for students overall and disaggregated by race, ethnicity, ELL/multilingual learners, migrant, homeless, economically disadvantaged, and students with disabilities.</i></p> <p><i>District data stored on Skyward, Homeroom, and Panorama will also be disaggregated by economically disadvantaged, student mobility, and homeless student groups</i></p> <p><i>Staff diversity</i></p> <p><i>Staff professional development topics, and staff who attended</i></p> <p><i>Please list other data sources used by your school to develop the SIP e.g., number and diversity of community partnerships, student/family focus groups, equity audit results</i></p>
Engagement (such as school culture and climate)	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<p><i>Skyward: Student attendance (percent regular attenders),</i></p> <p><i>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?))</i></p> <p><i>Panorama student survey data</i></p> <p><i>Please list other data sources used by your school to develop the SIP e.g., family surveys, family partnership/volunteer opportunities; activities e.g., clubs, advisories, SEL instruction, and other</i></p>
Instructional Excellence (and student learning)	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	<p><i>Skyward: Enrollment in advanced courses and specialized programs; grade level on-track indicators</i></p> <p><i>Homeroom: Grades K-12 I-Ready, Grades 1-8 Running records; Grade K-12 Acadience (Dyslexia Screener)</i></p> <p><i>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)</i></p> <p><i>OSPI high school graduation rates, drop-out rates</i></p> <p><i>Classroom walkthrough tool focused on high-leverage Tier 1 core instruction strategies — conferring, small group learning, consistent use of a guaranteed viable curriculum.</i></p> <p><i>Please list other data sources used by your school to develop the SIP e.g., other formative assessments</i></p>

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?

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 goals will our school 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.

- *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:

School-wide reading proficiency will increase from 26% in Fall 2021 to 42% in Spring 2024 as measured by i-Ready assessments.

Theory of action

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

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 action plan? How will the plan achieve mid-year and end-of-year goals for equitable student outcomes (e.g., reduce disproportionality based on race, ethnicity, ELL/multilingual learners, homeless, economically disadvantaged, students with disabilities, highly capable, and/or other student groups)?

<p><i>Mid-year Reflect and Revise plan</i></p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> ● Administer assessments per District Data Collection Schedule ● Develop site-based PD plan ● Teachers receive PD on core reading strategies ● Implementation of Intervention Block across grade levels ● Consistently review student data ● Plan Tier 1 reading groups ● Identify Tier 2 small groups ● Progress monitor for course corrections ● Adjust interventions, small groups in Tier 1 & 2 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>i-Ready Running Records Acadience WaKids Progress monitoring</p>
<p><i>End-of-year Reflect and Revise plan</i></p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> ● Progress monitor and identify course corrections ● Consistently review student data ● Adjust interventions, small groups in Tier 1 & 2 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>Progress monitoring i-Ready Running Records SBA</p>

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 action plan? How will the plan achieve mid-year and end-of-year goals for equitable student outcomes (e.g., reduce disproportionality based on race, ethnicity, ELL/multilingual learners, homeless, economically disadvantaged, students with disabilities, highly capable, and/or other student groups)?

<p><i>Mid-year Reflect and Revise plan</i></p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> ● Administer assessments per District Data Collection Schedule ● Develop site-based PD plan ● Continue administration of assessments per District Data Collection Schedule ● Teachers receive i-Ready PD ● Consistently review student data 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>i-Ready Math WaKids SBA</p>
--	---	---

	<ul style="list-style-type: none"> Plan and implement Tier 1 math groups 	
<i>End-of-year Reflect and Revise plan</i>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> Review data Plan and implement Tier 2 math groups 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>i-Ready Math SBA Common Classroom Based Assessments</p>

SIP Goal 2:

School-wide math proficiency will increase from 14% in Fall 2021 to 30% in Spring 2022 as measured by i-Ready assessments.

Theory of action

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	Person or team responsible
Strategy 1: Learning and implementation of differentiated small group instruction in core math.	Principal and classroom teachers

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 action plan? How will the plan achieve mid-year and end-of-year goals for equitable student outcomes (e.g., reduce disproportionality based on race, ethnicity, ELL/multilingual learners, homeless, economically disadvantaged, students with disabilities, highly capable, and/or other student groups)?

<p><i>Mid-year Reflect and Revise plan</i></p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> ● Administer assessments per District Data Collection Schedule ● Develop site-based PD plan ● Continue administration of assessments per District Data Collection Schedule ● Teachers receive i-Ready PD ● Review data ● Plan and implement Tier 1 math groups 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>i-Ready Math WaKids SBA</p>
<p><i>End-of-year Reflect and Revise plan</i></p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> ● Review data ● Plan and implement Tier 2 math groups 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>i-Ready Math SBA Common Classroom Based Assessments</p>

SIP Goal 3:

Our students in grades 3-6 who report a sense of belonging and positive relationships in school will increase from 66% in Fall 2021 to 76% in Spring 2024 using Panorama survey data.

Theory of action

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

Person or team responsible

Strategy 1: Explicit teaching of SEL in all classrooms, topics include: acceptance, emotional regulation, anti-bullying, coping strategies, and inclusion.

Counselors and classroom teachers

How will we know that the strategy is working?

Strategy 1: Explicit teaching of SEL in all classrooms

What is your action plan? How will the plan achieve mid-year and end-of-year goals for equitable student outcomes (e.g., reduce disproportionality based on race, ethnicity, ELL/multilingual learners, homeless, economically disadvantaged, students with disabilities, highly capable, and/or other student groups)?

Mid-year Reflect and Revise plan

What does this look like in action?

- 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)

Panorama
Staff observation and referrals
Student referrals
SWISS data

End-of-year Reflect and Revise 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 student needs

What evidence or data will we review? (e.g., implementation and/or outcome data)

Student referrals
SWISS data
Panorama

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

Name:	Role:
Stephanie Kay-Fredrickson	Principal
Heather Brown	2nd Grade Teacher
Anne Tibbetts	School Psychologist/Counselor
Lydia Garrod	Title/LAP Teacher
Caitlin Kosovich	Librarian
Crystal Litts	Student Intervention Coordinator
Eric Finney, Lacey Plumb, Kaitlyn Taylor, Heather Jameson, Matt Kolacz	PTA Board Members

Links to supporting documents

- [2021-26 Edmonds Strategic plan](#)
- [2022-23 Reflect and Revise Summary](#)