

THREE-YEAR PLAN

Edmonds School Improvement Plan (SIP) Grades K–6, K–8, 7–8, and 9–12

Template Revised 08/06/2024

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 outlines what staff members will do to ensure every student experiences belonging and is able to engage in their best learning. Our three-year SIP also includes ongoing student and family engagement as well as opportunities to reflect and revise to ensure we are making progress toward our goals.

Our School Name Martha Lake Elementary

Current School Year 2025-2026

Section 1. Our School

Martha Lake Elementary is a vibrant, inclusive learning community that values belonging, curiosity, and growth for every student. The school serves a diverse population and is known for its strong sense of community, positive school culture, and dedicated staff who create engaging, student-centered learning experiences.

Special programming at Martha Lake includes Special Education services, English Language Development, and Title I supports that ensure equitable access and success in reading proficiency for all students. The school also offers band, choir, student leadership opportunities, and a comprehensive social-emotional learning program anchored in PBIS and Restorative Practices.

Martha Lake's strengths include collaboration among staff, a commitment to inclusion, strong family partnerships, and a focus on developing the whole child—academically, socially, and emotionally.

Students by Demographic

American Indian/Alaska Native	Asian	Black/African American	Hispanic/Latino	Native Hawaiian Pacific Islander	2 or more races	white
0.2%	20.1%	9%	28.6%	0.9%	9.6%	31.6%

MLL	Low Income	504	Learning Disabilities	hiCap
34.9%	51%	4.7%	18.6%	0.7%

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 School Community Engagement Summary

Below is a list of possible data sources to help plan our three-year SIP or our annual target and strategies. Please check the data sources the SIP team used to tell our school's story. These data sources could include (but are not limited to) assessments, surveys, listening sessions or focus groups, participation in events, human resources data, and other data.

Equity (such as student demographics, listening sessions)

- ☒ Student demographics
- ☐ Employee demographics
- ☐ Enrollment in advanced courses and specialized programs
- ☒ Opportunity gaps in academics, social-emotional learning, and discipline
- ☒ Family Surveys
- ☐ Special education and least restrictive environment data
- ☒ Other

Engagement (such as school culture and climate)

- ☒ State data on students who are regular attenders
- ☒ District attendance data
- ☐ Exclusionary discipline data
- ☒ Student survey data
- ☒ Family survey data
- ☒ Family partnerships
- ☐ Participation in events and volunteer opportunities
- ☒ Other

Instructional Excellence (and student learning)

All Students

- ☒ State ELA assessment
- ☒ State math assessment
- ☐ WCAS and/or WA-AIM
- ☒ State student growth
- ☒ Grade level on-track indicators
- ☒ Acadience

- ☒ Classroom observation tool
- ☐ Other

Elementary

- ☐ State WaKIDS
- ☒ i-Ready reading
- ☒ i-Ready math
- ☐ Running Records
- ☒ Other

Secondary

- ☐ State graduation rates
- ☐ State dropout rates
- ☐ State ninth grade on-track
- ☐ District course completion
- ☐ District grades/GPA
- ☐ District i-Ready
- ☐ Other

Reflection Questions (Please answer each question in 150 to 300 words.)

1. Based on the data that our team reviewed, what strengths and specific needs were identified to inform planning our school's SIP for all students and for specific student groups? How were disparities in student outcomes examined and brought forward in planning?

The Instructional Leadership Team (ILT) led staff through a structured data review protocol for both English Language Arts (ELA) and Math. During this process, staff collaboratively examined trends for all students and specific student groups, identifying areas of strength—such as K–3 literacy, consistent use of the core curriculum, and effective grade 1 WIN time—as well as areas needing additional focus, including reading comprehension, math fact fluency, and disparities for focal groups, particularly English learners. These conversations informed planning for the School Improvement Plan (SIP), ensuring that strategies are responsive to the needs of all students while addressing equity gaps in outcomes.

2. Based on the data that our team reviewed, what areas are achieving our school's goals and/or making satisfactory progress? Why?

Our data shows several areas of positive progress. K–3 literacy is strengthening, supported by consistent use of the core curriculum. Grade 1 WIN (What I Need) time is effectively providing targeted support for skill development. Teachers have a high capacity in using i-Ready data to plan instruction and are building a strong understanding of Math Expressions routines, helping students engage with math more effectively. These successes reflect focused instructional planning, collaboration, and ongoing professional learning.

3. Based on the data that our team reviewed, what areas are not achieving our school's goals and/or not making satisfactory progress? Why?

Based on our data review, several areas are not yet meeting our school's goals. Reading comprehension continues to be an area of focus, as students are developing skills to consistently understand and analyze grade-level texts, especially expository texts. Math fact fluency is another area of focus, with students working toward automaticity to support more complex problem solving. Additionally, focal group disparities, particularly among English learners, highlight the importance of providing targeted support and ensuring equitable access to instruction and resources. These findings guide our ongoing efforts to strengthen instruction and support for all students.

4. How did our team or school engage school community members (e.g., families, students, educators) in an ongoing way to help create, support, and monitor the SIP?

The instructional leadership team guided groups of mixed grade levels and staff through multiple iterations of data analysis and reflection to inform our plan for this year. During the 25-26 school year, we will engage school community members—families, students, and educators—through multiple ongoing strategies to create, support, and monitor the School Improvement Plan (SIP).

Section 3. School Improvement Plan (SIP)

This section describes what our staff members 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 school goals should address a literacy goal, a math goal, and an engagement goal.**
- **High school goals should address an on-time graduation goal, a ninth grade on-track for graduation goal, and an engagement goal.**

Long-Term SIP Goal 1 (Three-Year SMARTIE Goal)

Martha Lake will increase grade-level reading proficiency for grades 3-6 from 39% in Spring 2024 to 70% in Spring 2027 as measured by SBA.

Data Review to Identify Our Annual Target Goal

Reflection questions to consider when writing our annual target goal

- *What trends or patterns do we see?*
- *Which departments, grades, and/or student groups are making satisfactory progress?*
- *Which are not making progress?*
- *Do these data indicate a need to adjust the SIP strategy?*
- *What are possible root causes or reasons for the problem?*
- *What additional data are needed to better understand root causes?*

SIP Annual Target (One-Year SMARTIE Goal)

Reading proficiency in grades 1st-6th will increase from 30% in Fall 2025 to 60% in Spring 2026 as measured by i-Ready assessments.

Theory of Action (Use “If ... then” statements to explain how our strategy or strategies will achieve this goal.)

If we consistently implement high-leverage Tier 1 instructional practices, teach the evidence-based reading curriculum with fidelity, and provide all students with data-driven, flexible small-group instruction, then overall reading proficiency will increase by 30% by spring 2026.

Annual Strategies and Ongoing Work Plan

Reflection questions to consider when identifying our key strategy or strategies

- *What solutions or strategies will we use to address the problem?*
- *Is the solution or strategy evidence-based?*
- *How will we make sure it is delivered with fidelity or as intended?*
- *What do families, staff members, and students think about the solution or strategy?*
- *What factors should we consider in the annual SIP (cultural, linguistic, instructional, curricula, others)?*

Please list one to three key strategies

Strategy 1: Strengthen Tier I differentiated small-group instruction in reading through ongoing data analysis and responsive instructional adjustments.

Strategy 2: 95% Core Phonics implemented with fidelity across grade levels.

Strategy 3: Strengthen Tier 1 reading instruction by implementing high-leverage, evidence-based practices for each grade level.

What will the strategy or strategies look like in action?

Strategy 1: Teacher-driven professional learning on small group structures and management, dedicated instructional time in each classroom for small groups each day, and strengthening capacity for small group PLC work with data inquiry cycles to inform flexibility of small groups.

Strategy 2: Continued professional learning to support the most effective implementation of the 95% Core curriculum

Strategy 3: Professional learning on specific high-leverage, evidence-based practices for Tier 1 instruction, feedback based on a teacher-created walk-through tool to support growth in practice

Team or person responsible

Principal, PLCs, ILT (instructional leadership team)

Progress Monitoring

Reflection questions to consider when planning how we will monitor progress

- *What will staff and/or students know and be able to do after we implement the SIP?*
- *What data will be used to monitor progress?*
- *Are these data reliable?*
- *Is the collection of these data doable?*
- *How and when will we monitor progress?*

Progress monitoring: What evidence or data will we collect to monitor implementation quality and progress toward SIP goal (e.g., data sources/measures, how, who and when data will be collected)

Feedback via walk-through tool, teacher reflection, i-Ready diagnostics, curriculum-based assessments, and Interim Assessment Blocks (IABs)

Long-Term SIP Goal 2 (Three-Year SMARTIE Goal)

School-wide at grade level math proficiency will increase from 34% in Fall 2024 to 65% in Spring 2027 as measured by SBA.

Data Review to Identify Our Annual Target Goal

Reflection questions to consider when writing our annual target goal

- *What trends or patterns do we see?*
- *Which departments, grades, and/or student groups are making satisfactory progress?*
- *Which are not making progress?*
- *Do these data indicate a need to adjust the SIP strategy?*
- *What are possible root causes or reasons for the problem?*
- *What additional data are needed to better understand root causes?*

SIP Annual Target (One-Year SMARTIE Goal)

Math proficiency in grades 1st-6th will increase from 17% in Fall 2025 to 60% in Spring 2026 as measured by i-Ready assessments.

Theory of Action (Use “If ... then” statements to explain how our strategy or strategies will achieve this goal.)

If teachers engage in focused professional learning, use ongoing feedback from a walkthrough tool, implement high-leverage instructional practices, and regularly teach flexible, data-driven small groups, then student math proficiency will increase from 17% in Fall 2025 to 60% in Spring 2026 as measured by i-Ready.

Annual Strategies and Ongoing Work Plan

Questions to consider when identifying our key strategy or strategies

- What solutions or strategies will we use to address the problem?
- Is the solution or strategy evidence-based?
- How will we make sure it is delivered with fidelity or as intended?
- What do families, staff members, and students think about the solution or strategy?
- What factors should we consider in the annual SIP (cultural, linguistic, instructional, curricula, others)?

Please list one to three key strategies

Strategy 1: Daily Routines and Quick Practice completed daily (review and preview)

Strategy 2: Flexible, data-driven small groups

Strategy 3: High-leverage instructional practices at tier 1

What will the strategy or strategies look like in action?

Strategy 1: Teacher-driven professional learning on the Daily Routines and Quick Practice from Math Expressions, observation feedback using a teacher-created walk-through tool, and coaching cycles within PLCs

Strategy 2: Small groups are flexible and formed from current data (e.g., unit assessments, exit slips, progress monitoring) using a shared data protocol in PLCs

Strategy 3: Professional learning on specific high-leverage, evidence-based practices for tier 1 instruction, feedback based on a teacher-created walk-through tool to support growth in practice

Team or person responsible

Principal, PLCs, ILT (instructional leadership team)

Progress Monitoring

Questions to consider when planning how you will monitor progress

- What will staff and/or students know and be able to do after we implement the SIP?
- What data will be used to monitor progress?
- Are these data reliable?
- Is the collection of these data doable?
- How and when will we monitor progress?

What evidence or data will we collect to monitor implementation quality and progress toward SIP goal (e.g., data sources/measures, how, who and when data will be collected)

Feedback via walk-through tool, teacher reflection, i-Ready diagnostics, curriculum-based assessments, and Interim Assessment Blocks (IABs)

Long-Term SIP Goal 3 (Three-Year SMARTIE Goal)

Our students in grades 3-6 who report positive teacher-student relationships in school will increase from 66% in Fall 2024 to 90% in Spring 2027 using the District Student Survey.

Data Review to Identify Our Annual Target Goal

Reflection questions when writing our annual target goal

- *What trends or patterns do we see?*
- *Which departments, grades, and/or student groups are making satisfactory progress?*
- *Which are not making progress?*
- *Do these data indicate a need to adjust the SIP strategy?*
- *What are possible root causes or reasons for the problem?*
- *What additional data are needed to better understand root causes?*

SIP Annual Target (One-Year SMARTIE Goal)

Our students in grades 3-6 who report positive teacher-student relationships in school will increase from 66% in Fall 2025 to 80% in Spring 2026 using the District Student Survey.

Theory of Action (Use “If ... then” statements to explain how our strategy or strategies will achieve this goal.)

If teachers and staff intentionally build student connection and belonging through daily class meetings, actively gather and respond to student voices via a Student Advisory Council, and engage in professional learning on cultural competency and restorative practices, then students will experience stronger relationships, greater belonging, and more targeted support toward academic and social-emotional growth.

Annual Strategies and Ongoing Work Plan

Questions to consider when planning our key strategy or strategies

- What solutions or strategies will we use to address the problem?
- Is the solution or strategy evidence-based?
- How will we make sure it is delivered with fidelity or as intended?
- What do families, staff members, and students think about the solution or strategy?
- What factors should we consider in the annual SIP (cultural, linguistic, instructional, curricula, others)?

Please list one to three key strategies

Strategy 1: Intentional daily class meetings with a focus on connection and belonging

Strategy 2: Student Advisory Council to gather student voices and hear insights, and to inform more frequent and targeted progress monitoring

Strategy 3: Professional learning around cultural competency and restorative practice for teachers and staff

What will the strategy or strategies look like in action?

Strategy 1: Co-planning around content and the orchestration of class meetings

Strategy 2: Monthly student advisory council meetings to learn student perspectives on student-teacher relationships and student experience, and inform more frequent progress monitoring toward the goal

Strategy 3: The Core team of staff will receive intensive training in Restorative Practices and will lead professional development for teachers, supporting staff, students, and families

Team or person responsible

Restorative Practices team, student advisory council comprised of 3rd-6th graders, teachers, paraeducators, and principal

Progress Monitoring

Questions to consider when planning you will monitor progress

- What will staff and/or students know and be able to do after we implement the SIP?
- What data will be used to monitor progress?
- Are these data reliable?
- Is the collection of these data doable?

- How and when will we monitor progress?

What evidence or data will we collect to monitor implementation quality and progress toward SIP goal (e.g., data sources/measures, how, who and when data will be collected)

Anecdotal data from student groups, teacher-created and student-informed progress monitoring toward goals, and annual student survey data

Section 4. Who Helped or Will Help Design Our SIP?

Name	Role
Britni Riedinger	K Teacher (ILT)
Erin Moore	4th Grade Teacher (ILT)
Hazel Chan	ML Teacher (ILT)
Karen Lai	ML Teacher (ILT)
Tracy Shipman	5th Grade Teacher (ILT)
Michelle Hays	3rd grade Teacher (ILT)
Ashley Bolof	SPED Teacher (ILT)
Adriene Cho	1st grade Teacher (ILT)
Caitlyn Kosovich	Librarian
Heather Brown	2nd grade Teacher (ILT)
Angela Mitchell	Principal

Links to supporting documents

- [Edmonds School District 2021–2026 Strategic Plan](#)
- [Mid-year Reflect & Revise Template_2025-26](#)
- [End of Year Reflect & Revise Template_2025-26](#)