Edmonds School District

THREE-YEAR PLAN

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

Template Revised 08/17/2026

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 how staff members will ensure every student feels a sense of belonging and can 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 2026-2027

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 foster 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%	9%	29.1%	1.2%	10%	30.5%

ML	Low Income	504	Learning Disabilities
32.1%	51.5%	5.6%	18.2%

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

- [x] State ELA assessment
- [x] State math assessment
- [ ] WCAS and/or WA-AIM
- [x] State student growth
- [x] Grade level on-track indicators
- [x] Acadience
- [x] Classroom observation tool
- [x] Other

Elementary

- [ ] State WaKIDS
- [x] i-Ready reading
- [x] i-Ready math
- [ ] Running Records
- [x] 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?

Our team reviewed attendance, Acadience, i-Ready, and SBA data to identify strengths and specific needs to inform our School Improvement Plan (SIP). We also examined four years of historical Acadience data to identify patterns over time and guide our literacy planning. Areas of strength included K–1 literacy and mathematics in grades 4 and 5, providing opportunities to learn from effective instructional practices.

We examined historical outcomes for all students and disaggregated data by race, special education status, and Multilingual Learner (ML) status. Teachers identified the greatest disparities for students receiving special education services and Multilingual Learners. These findings highlighted the need to strengthen access to effective core instruction and align targeted supports with students' specific learning needs.

Disparities were brought forward through collaborative staff discussion and used to inform SIP priorities, strategies, and progress monitoring. Our planning emphasizes strong Tier 1 instruction, consistent literacy and mathematics practices, and coordinated support through a Multi-Tiered System of Supports (MTSS). We will monitor both overall growth and outcomes for specific student groups to determine whether our efforts are improving learning and reducing disparities.

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

Our 2026-27 data review identifies K–1 literacy as an area of strength and satisfactory progress. Consistent implementation of the core literacy curriculum provides students with explicit instruction and a strong foundation in early reading skills. First grade's WIN (What I Need) model further supports progress by providing targeted instruction responsive to the needs of all learners. This model has resulted in a reduced number of students qualifying for our Title reading program. These strengths reflect fidelity to the curriculum, planning, and collaboration to align instruction and support with student needs.

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?

Our 2026–27 data review identified continued needs in reading comprehension, math fact fluency, and equitable outcomes for our focal student groups. Students need explicit instruction in vocabulary and academic language to understand and analyze grade-level texts, particularly informational texts. In math, consistent daily routines and quick practices will support fluency and automaticity needed for more complex problem solving. Disparities in outcomes, particularly for Multilingual Learners, reinforce the need to strengthen access to grade-level instruction through purposeful scaffolds and responsive small-group support. These findings guide our focus on strong Tier 1 instruction, collaborative data analysis, and timely instructional adjustments to meet students' needs.

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 mixed-grade groups of educators and staff through multiple rounds of data analysis and reflection to develop our 2026–27 School Improvement Plan (SIP). We examined three years of historical literacy, math, attendance, and social-emotional learning data alongside current fall i-Ready results, which show students beginning the year with the highest percentage proficient or advanced in reading and math in the last four years. Our review identified continued needs in reading comprehension, vocabulary and academic language, and math fact fluency, while highlighting focal group disparities and the importance of attendance, belonging, and supportive relationships. These findings guide our focus on strong Tier 1 instruction and responsive support. Throughout the year, families, students, and educators will help monitor and refine our SIP through ongoing feedback and collaboration.

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 2025 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 1-6 will increase from 36% proficient/advanced in Fall 2026 to 61% proficient/advanced in Spring 2027 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 program with fidelity, and explicitly teach vocabulary and academic

language weekly, then reading proficiency will increase by twenty-five percentage points by spring 2027.

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 1 whole-group and 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: Elevate student reading proficiency across all grade levels by embedding explicit weekly vocabulary and academic language instruction into the core instructional block, ensuring consistent development of comprehension, oral language, content knowledge, word learning, academic discourse, and ownership.

What will the strategy or strategies look like in action?

Strategy 1: Strengthen Tier 1 reading instruction through teacher-driven professional learning on high-leverage, evidence-based practices and leadership-team-led PLC inquiry cycles. Teachers will analyze reading data, plan flexible small groups, and adjust instruction based on student progress, using feedback from a teacher-created walkthrough tool to support growth in practice.

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

Strategy 3: Teachers will engage in professional learning on explicit vocabulary and academic language strategies. Grade-level teams will agree on priority vocabulary words and embed weekly instruction and opportunities to use those words in reading, writing, and discussion**.**

Team or person responsible

Principal, Title team, ELA SIP Leadership Team, Grade-level teams

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, Interim Assessment Blocks (IABs), Acadiance

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

School-wide, grade-level math proficiency will increase from 34% in Spring 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 1-6 will increase from 21% in Fall 2026 to 61% in Spring 2027 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 Math Expressions routines and quick practices and strengthen Tier 1 instruction through professional learning and feedback, then students will develop greater math fluency, deepen their conceptual understanding, and apply problem-solving strategies with increased confidence, independence, and accuracy.

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: Elevate student math proficiency across all grade levels by embedding high-impact daily routines in grades K–2 and quick practices in grades K–6 from the Math Expressions curriculum into the core instructional block, ensuring consistent development of number sense, fluency, automaticity, problem-solving, mathematical discourse, and ownership

Strategy 2: 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

What will the strategy or strategies look like in action?

Strategy 1: Teachers will consistently implement Math Expressions daily routines in K–2 and quick practices in K–6 during core math instruction. Grade-level teams will use student responses and data to adjust instruction, with regular opportunities for students to explain their thinking and track their growth.

Strategy 2: Teachers will engage in professional learning on selected high-leverage Tier 1 practices and apply them in their classrooms. A teacher-created walkthrough tool will guide observations, actionable feedback, and reflection to support ongoing growth in practice.

Team or person responsible

Principal, Math SIP team leaders, grade level teams

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)

Walk-through tool to provide teacher feedback, i-Ready, CBAs, IABs in grades 3-6

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

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)

Students in grades 3-6 who report positive teacher-student relationships in school will increase from 66% in Fall 2026 to 90% in Spring 2027 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: Short, 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**: All staff will receive a second year of intensive training in Restorative Practices
Team or person responsible Restorative Practices team, student advisory council made up of 3-6 graders, teachers, paraeducators, counselors, and SINC.

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) 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
1st: Adriene Cho/BhavanaSharma 2nd: Heather Brown 3rd: Michelle Hays 4th: Karen Whalen 5th: Whitney Simeon 6th: Alina Mowell Title: Amy Rohitsuke Principal: Angela Mitchell K. Britni Riedinger	ELA SIP team

Name	Role
1st: Sanobar Khotomova 2nd: Asha Grant 3rd: Joshua Nguyen 4th: Emerald Quach 5th: Erin Moore 6th: Maria Scott Principal: Angela Mitchell Anna Malik (Tech Coach)	Math SIP Team

Links to supporting documents

- Edmonds School District 2021–2026 Strategic Plan
- Mid-year SIP Reflect/Revise_2026-27
- End-of-year SIP Reflect/Revise_2026-27