

Edmonds School District  
 School Improvement Planning Process  
*Each Student Learning, Every Day!*

**School Name:** Mountlake Terrace Elementary

**Year:** 2018-2019

**School Theory of Action/Target Area**

If we engage students and families in the most critical content within each math strand, and challenge students with real-world tasks that develop mathematical reasoning, students will show significant progress toward grade level standards.

**Math System**

- Regular use of common grade-level assessments to monitor student progress
- Year-long planning aligned with Common Core State Standards (CCSS)

**Enhanced Math Instruction**

- Continued use of high cognitive demand tasks to strengthen mathematical reasoning
- Regular communication with families regarding critical math content and student progress
- Continued focus on engaging students by using strategies from Sheltered Instruction (SIOP) and Culturally Responsive Instruction
- Use of the concepts of Growth Mindset with students to improve their perseverance and grit.

**Increased Math Outcomes**

- Each child making progress toward or exceeding grade level standards in math with a specific focus on closing gaps for students in Special Education

**Whole School Achievement Goal- As a result of this action:**

Compared to 41.63% meeting standard on the Math SBA in 2018 , 46.6% will meet standard on the Math SBA in 2019.

**Opportunity/Achievement Gap:**

- **Measurement/Assessment:** 2018 Smarter Balanced Assessment: Mathematics

| <i>Student Group</i>  | <i>Current % Successful</i> | <i>Goal % Successful</i> |
|---|-----------------------------|--------------------------|
| <b>All Students</b><br><small><a href="#">Click here to enter text.</a></small> | <b>41.63%</b>               | <b>46.63%</b>            |
| <b>Comparison Group A<br/>Students in Special Education</b>                     | <b>10.63%</b>               | <b>20.63%</b>            |
| <b>Comparison Group B<br/>Students not in Special Ed.</b>                       | <b>49.46%</b>               | <b>54.46%</b>            |

**Commitment Focus Areas:**

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*You may choose to select one or more of the other options in addition to Effective Learning for All Students.*

- Effective Learning for All Students
- Equity of Opportunity
- P-3<sup>rd</sup> Grade Early Learning
- Graduates Who Are Ready for Life

**Specific Commitment Focus Key Performance Indicators:**

- 3<sup>rd</sup>-6<sup>th</sup> grade Math SBA
- K-6 Math Expressions Assessments
- Teaching Strategies Gold- Kindergarten
- 3<sup>rd</sup>-6<sup>th</sup> SBA Interim Assessments

**School Vision/Mission:**

**Mission Statement:** The Mountlake Terrace Elementary educational community works together to guide students to reach their academic and social potential as responsible world citizens and life-long learners in a safe and cooperative learning environment.

**Motto:** **Do Your Best, Don't Give Up, We Believe in You!**

**School Demographics:**

- 504: 3.7%
- ELL: 11.5%
- Low Income: 42.4%
- Students with Disabilities (Special Education): 14.1%

**Parent, Family, and Community Involvement in this Plan:**

Classroom teachers communicate with families using various two-way communication systems and they share information relative to the goals of the SIP. In 2017/2018, all teachers were trained in the use of new communication apps such as SeeSaw and Class Dojo.

Presentations were made by all certificated staff during our "Teachers Top 10" night. In these presentations, information about our SIP was included as well as a focus on the most important learning at each grade level.

Teachers use a variety of approaches to increase family engagement and partnership during family-teacher conferences. These include increased time with families, increased use of interpreters, increased student involvement in conferences, and increased family and student engagement in reflection and goal setting.

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**Review and Analysis of Data:**

*Check all data reviewed and analyzed to determine your Commitment focus area(s) and school target.*

- |  |   |   |
|--|---|---|
| <input checked="" type="checkbox"/> State Assessments        | <input type="checkbox"/> SAT/ACT                    | <input checked="" type="checkbox"/> Discipline Data |
| <input checked="" type="checkbox"/> ESSA Accountability Data | <input type="checkbox"/> AP/IB/CHS/Tech Prep        | <input type="checkbox"/> Staff Perceptual Data      |
| <input checked="" type="checkbox"/> District Assessments     | <input type="checkbox"/> CTE Industry Certification | <input type="checkbox"/> Student Perceptual Data    |
| <input checked="" type="checkbox"/> School Assessments       | <input type="checkbox"/> Graduation Rate            | <input type="checkbox"/> Parent Perceptual Data     |
| <input checked="" type="checkbox"/> Classroom Assessments    | <input checked="" type="checkbox"/> Attendance Data | <input type="checkbox"/> Other:                     |

**Summary of strengths or greatest progress based on the data:**

- |   |
|---|
| • 2-year increase in primary students reading at grade level in the spring (1 <sup>st</sup> : 71%/+5%, 2 <sup>nd</sup> : 78%/+4%,                     |
| • SBA Growth in students meeting grade level in Math SBA: 4% increase overall   |
| • Growth in students receiving a Level 4 on the Math SBA (3 <sup>rd</sup> : +6%, 4 <sup>th</sup> : +13% 5 <sup>th</sup> : +3%, 6 <sup>th</sup> : +3%) |
| • 4.5% increase in staff diversity at MTE over a 4 year period  |

**Prioritized areas of opportunity or greatest challenge based on the data:**

- |  |
|--|
| • Lower overall % at standard than some nearby schools with similar demographics (namely Lynnwood El.)   |
| • Persistent gap in SBA Math for students with special needs, when compared to the general population (3 <sup>rd</sup> : 27% gap, 4 <sup>th</sup> : 30% gap, 5 <sup>th</sup> : 30% gap, 6 <sup>th</sup> : 34%) |
| • Minimal increase in students in at standard on the ELA SBA between 2017 and 2018   |

**State Participation Rate:** 95% participation required

|   |   |
|---|---|
| <b>X Area of Strength (95% or more participation)</b>   | <input type="checkbox"/> <b>Area of Opportunity (less than 95% participation)</b> |
| If your participation rate is an <b>area of opportunity</b> , please describe your plan for increasing student participation during the school year:<br><a href="#">Click here to enter text.</a> |   |

**Third Grade OSPI Literacy Expectation:**

|  |   |
|--|---|
| What Percentage of Third Graders Met or Exceeded standard on the SBA ELA?<br>35.4%   | If less than 60% of Third Grade students met or exceeded, a whole school intensive reading/literacy plan is required. Mark the appropriate box.<br><br><b>Plan is required: YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></b> |
| If a plan is required for your building, add in your Third Grade SBA Claim Report Data (percentages met) below:<br><br>Reading: Above Standard: 9.9%; At/Near Standard: 45.1%; Below Standard: 45.1%<br>Writing: Above Standard: 21.1%; At/Near Standard: 47.9%; Below Standard: 30.1%<br>Listening: Above Standard: 9.9%; At/Near Standard: 67.6%; Below Standard: 22.5%<br>Research/Inquiry: Above Standard: 18.3%; At/Near Standard: 49.3%; Below Standard: 32.4% |   |

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**Grade Level/Specialist/Department Goals aligned to the School Target Area and Goal:**

**Grade Level/Department/Team:** Kindergarten

**Goal:** 100% of kindergartners will be able to count up to 20 objects, write and represent all numbers 0-20 and connect numbers (0-20) with their quantities.

**We will measure this Formatively by:**

Through observations during small group math centers. Teacher observations made during PDR, calendar, and morning work. Teacher designed, CCSS aligned station checklists.

**We will measure this Summatively by:**

End of unit Expression tests, teacher designed CC aligned assessments. Presentations of learning made on SEESAW (oral reports). WaKIDS

**Action steps we will take to meet our goal:**

Team planning, CCSS aligned stations, checklists and assessments. Conversations during MTI meetings. Para collaboration and support for our learners. Family communication of goals, learning targets and student progress.

**Technology-This is how we will utilize technology to meet our goal:**

Chromebooks during learning stations and plan do reflect (math games). Tablets to use SEESAW for tracking and communicating student progress.

**Grade Level/Department/Team:** First Grade

**Goal:** All students will build their understanding of Number and Operations in Base Ten.

CCSS.MATH.CONTENT.1.NBT.B.2: Understand that the two digits of a two-digit number represent amounts of tens and ones.

CCSS.MATH.CONTENT.1.NBT.C.4: Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

CCSS.MATH.CONTENT.1.NBT.C.5: Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.

<http://www.corestandards.org/Math/Content/1/NBT/>

**We will measure this Formatively by:**

Observing and taking notes during classroom activities and discussion, daily calendar, in-unit quick quizzes (Math Expression), SeeSaw assessments and portfolio work, student work in Thinking Journals, quick checks on white boards and student use of manipulatives.

**We will measure this Summatively by:**

Collecting data on pre/post unit tests (Math Expressions District Curriculum), BOY, MOY, and EOY Smarter Balance Assessment Expressions assessments, and through additional Common Core assessments.

**Action steps we will take to meet our goal:**

-Implement Number Talk discussions in our classrooms to help students build mental math and computation strategies. Team professional development/study of Number Talk curriculum.

-Align daily calendar instruction to match with our focus on Number and Operations in Base Ten

-Math goal communicated weekly with families on our homework/communication calendar

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-Work with Instructional Coach to develop/acquire Common Core assessments and more closely align Math Expressions daily curriculum to Common Core standards.

-Use of stations/grade level groupings to deliver instruction at students' specific ability level for each unit

- Teacher created math videos provided to families of how to help with homework and explain curriculum/strategies

-Math games folder sent home with families. Updated with each unit

**Technology-This is how we will utilize technology to meet our goal:**

-Use of computers/tablets with 3x3links page with math games and activities for student use in-class and at home

-Math videos provided to families of how to help with homework and explain curriculum

-SeeSaw assessments and portfolio work

-Digitally tracking and sharing assessment data among colleagues

**Grade Level/Department/Team: Second Grade**

**Goal:** Students will use problem solving strategies to solve word problems and show solutions using pictures, words and equations.

**We will measure this Formatively by:**

- daily work
- small-group work
- partner work conversation
- exit tickets
- Math expressions quick quizzes

**We will measure this Summatively by:**

- Math Expressions unit tests
- Performance assessments scored with teacher-made rubric
- CCSS Assessment for Operations and Algebraic Thinking 2.OA : represent and solve problems involving addition and subtraction (need to find this.)

**Action steps we will take to meet our goal:**

- Find CCSS Assessment for 2.OA
- Find high cognitive demand Math problems
- Teach Math Strategies including use objects, draw a picture, write an equation, look for a pattern make a chart or table, guess and check, work backwards.
- Identify real world math problems around MTE we are able to solve with addition and subtraction skills.
- Assess regularly; meet as a team to discuss assessments

**Technology-This is how we will utilize technology to meet our goal:**

- Write and illustrate word problems ( chrome books).
- Make short videos acting out a situation in a problem; for example , make a video of the book The Doorbell Rang. (IPAD or chrome book)
- Watch instructional videos (LearnZillion.)

**Grade Level/Department/Team: Third Grade**

**Goal:** The third grade team will show significant progress toward understanding of critical math content.

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**We will measure this Formatively by:**

Pre-Unit tests (Math Expressions) math board work, small group work, homework, quizzes, turn-and-talks, interim SBA blocks

**We will measure this Summatively by:**

Post-Unit tests (Math Expressions)

**Action steps we will take to meet our goal:**

CCSS aligned:

Goal-writing, math board work, weekly culturally responsive word problems, multi-strategy instruction, New Perseverance Instructional Design (struggle, share, teach, practice, reflect... highlighting growth mindset and taking risks), family Math Message (twice a month), weekly real-world tasks, flexible intervention groups, SIOP practices, student-written learning objectives.

**Technology-This is how we will utilize technology to meet our goal:**

Integrate Google Classroom assignments, Moby Max, Prodigy Math

**Grade Level/Department/Team: Fourth Grade**

**Goal:** Strengthen students number sense. Help students become reflective and resourceful problem solvers.

**We will measure this Formatively by:**

Classroom Observation, Classroom Work, Exit Tickets, Pre-tests from Math Expressions, Kahoots, MobyMax Progress, Interim SBA tests

**We will measure this Summatively by:**

End of unit tests focusing on the extended response questions

**Action steps we will take to meet our goal:**

Meet with the math coach to review materials and plan lessons to strengthen problem solving lessons

Collaboratively score interim SBA Math tests

Have students reflect on learning

**Technology-This is how we will utilize technology to meet our goal:**

Use of Websites: MobyMax, Splashmath, Xtra Math, SumDog, Khan Academy, Use of YouTube Videos to reinforce learning, Mathdrills.com, ThatQuiz.org

**Grade Level/Department/Team: Fifth Grade**

**Goal:** Keep parents, as well as students, abreast of the most critical content within a math strand as we are studying that content. Help students become reflective and resourceful problem solvers.

**We will measure this Formatively by:**

Communication through ClassDojo. Measured by family/teacher contact electronically in regard to math.

Classroom observation, Daily Work, Pre-test Math Expressions, White board use-check for understanding, Partner work discussions (listening to), Interim SBA tests

**We will measure this Summatively by:**

Unit Post-tests Math Expressions-

Focus on "Extended Response" question-teaching multi-step problem solving.

**Action steps we will take to meet our goal:**

Parents signed up for ClassDojo.

Meet with Math coach to further align math lessons to CCSS.

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Collaboratively score SBA Interim math test.  
Have students reflect on learning.

**Technology-This is how we will utilize technology to meet our goal:**

ClassDojo, Prodigy (this web-based math game can be set by the teacher to give math problems within a math strand!!), MobyMax, Khan Academy (home resources), Think Central, Code.org, Google Classroom, Hapara

**Grade Level/Department/Team:** Sixth Grade

**Goal:** SG 6.1 Student Growth Goal (whole class):

If we engage students and families in the most critical content within each math strand, and challenge students with real-world tasks that develop mathematical reasoning, then students will show growth in their ability to add, subtract, multiply, and divide decimals and whole numbers.

**We will measure this Formatively by:**

Exit Tickets, Listening, Homework, Daily work, Family communication, Collaboration with partner(s)

**We will measure this Summatively by:**

BOY Math Expressions Assessment (number sense page acting as Pre-assessment),

Math Expressions Unit 3 (Midpoint Assessment)

SBA Interim Block Assessments (Midpoint Assessment)

BOY Math Expressions Assessment (number sense page acting as Post-assessment),

**Action steps we will take to meet our goal:**

To meet this goal, our team plans to take this content knowledge out of the stand alone math expressions unit and embed this knowledge into other math content areas such as 2 and 3 dimensional geometry, and rates, ratios and percents. This work will be in addition to the unit devoted specifically to decimal and fraction number sense. Additionally we will be reviewing this and other review concepts in the whole class setting with white board work, multiple times throughout the week.

Besides those whole class activities, groups of students with similar skill levels and needs will be targeted for individualized small group support, tasks, and/or extension projects. These students will be identified through the assessments listed above.

**Technology - This is how we will utilize technology to meet our goal:**

As part of our 1:1 chromebook system students will be using the following websites in order to supplement their own learning in ways that they think will support them the most. Once students realize areas of relative weakness they will then be able to seek out online support to fill those needs. Students will primarily utilize Khan Academy for the video tutorials, independent practice, and extended word problems provided there. Other online resources students will have available are Prodigy Math, Xtra Math, MobyMax, and That Quiz.

**Grade Level/Department/Team:** Intensive Support Special Education

**Grade Level/Specialist/Department Goals aligned to the School Target Area and Goal:** We will help students improve their reading skills so they can better access their math story problems and instructions.

**Goal:** SG 6.1 Student Growth Goal (whole class): The room 12 IS classroom will show growth in students ability to add sums of 10 in one minute timed tests. They will show growth from a baseline assessment on a scope and sequence, skill building

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checklist. Evidence of growth will be taken from multiple measures of at least a minimum of three assessment samples within the October - May time frame. Evidence gathered will help inform instructional practice.

**Room 12 Primary IS students growth will be measured Formatively by:**

Teacher observation of students' application of skill during math timed test. Observations of student work during instruction, daily work, and exit tickets.

**Room 12 Primary IS students growth Summatively by:**

Pre and post Fall and Spring math benchmarks.

**Technology-This is how we will utilize technology to meet our goal:**

IXL, Moby Max and Xtra math will be available at school and home use to help students acquire skill and fluency with their math facts.

**Grade Level/Specialist/Department Goals aligned to the School Target Area and Goal:** 6<sup>th</sup> grade and Special Education

**Grade Level/Department/Team:** K-6 Title 1/LAP Reading

**Goal:** We will improve our student's ability to read, write, speak, and listen by 1.) Working collaboratively as a certified and classified team, to deliver or monitor individualized or small group reading lessons to meet each child at their instructional level for phonological awareness and phonics in the fall. 2.) Using data to create flexible student groupings, and share the results with classroom teachers.

**We will measure this Formatively by:**

Using the following assessment approaches: teacher observation of students' application of literacy skills during reading, writing, speaking, and listening, PASI progress monitoring of specific skill areas in phonological awareness, anecdotal notes during small group instruction, and monthly DIBELS progress monitoring for improved accuracy.

**We will measure this Summatively by:**

We will use the following assessment approaches: Fall, Winter, Spring DIBELS Benchmark testing, pre and post Fall and Spring PASI benchmark testing.

**Action steps we will take to meet our goal:**

We will progress monitor monthly or more often, share DIBELS results and PASI results with classroom teachers, and exit students as they meet standard. We will regroup as needed, in consultation with classroom teachers.

**Technology-This is how we will utilize technology to meet our goal:**

We will input DIBELS progress monitoring data monthly and share with teachers and paras. We will photocopy PASI testing pages to share with teachers.

**Grade Level/Department/Team:** English Language Learner program

**Goal:** We will improve students' ability in reading, writing, listening, and speaking by

- Collaborating with grade levels to evaluate the progress and learning needs of the English Language Learners.
- Providing support for teachers and staff members in the use of sheltered instruction strategies.
- Supporting student learning using the English Language Proficiency Standards alongside the Common Core State Standards.

**We will measure this Formatively by**

- Attending parent/teacher conferences to monitor the progress of the student.
- Attending Multi-Tiered Instruction meetings for grades K-6th to review the progress of English language learners in the general education class and to provide sheltered instruction strategies for teachers.



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- Using student data from the *Imagine Learning* software program to monitor speaking, listening, and reading skills.
- Students utilizing rubrics to assess their speaking, listening, reading, and writing.

**We will measure this Summatively by**

- Using the district's English Language Learning curriculum, *On Our Way to English* unit assessments.
- Administering the spring English Language Proficiency Assessment (ELPA 21)
- Administering the 2017-2018 Smarter Balanced Assessment (SBA)

These summative assessments will determine a student's growth and learning for the 2018-2019 school year.

**Action steps we will take to meet our goal**

- Work collaboratively with grade levels to discuss student's academic needs
- Compare last year's English Language Proficiency Assessment (ELPA) scores in the four domains (speaking, listening, reading, and writing) to this year's scores to determine student growth
- Analyze student data, using the ELPA 21 and the SBA to determine areas of instruction

**Technology-This is how we will utilize technology to meet our goal:**

- *Imagine Learning* software program for beginning and intermediate level students working on listening, reading, and speaking skills.
- *Imagine Learning* e-books to support emergent readers and build vocabulary
- Students will use Google Suite to produce collaborative writing projects, read stories, and research projects.
- SeeSaw Portfolio for 2nd grade to house reading, writing, and speaking projects
- Scholastic News online version to support students reading information texts
- The interactive board will provide opportunities for students to manipulate items projected on a screen. For example, this instructional tool will be used during reading e-books as a whole group and answering questions .

**Grade Level/Department/Team: Primary Learning Support Special Education**

**Goal:** 100% of our targeted students in SDI math instruction groups will show growth towards mastery of the following common core mathematics standards:

- 2.OA.2: Fluently add and subtract within 20 using mental strategies. By the end of Grade 2, know from memory all sums of two one -digit numbers.
- 3.NBT.2: Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and or the relationships between addition and subtraction.  
These are areas that need intentional teaching so that our students on IEPs can be successful with SDI instructional and within the general education classroom. Our targeted students are special education students receiving math instruction skills as outlined in their individual IEP's.

**We will measure this Formatively by:**

- First action step: Students will be given a baseline assessment from Achieve the Core grade level math assessments.
- Formative assessment will include: Classroom based measurements used in small group settings ( Easy CBM), teacher observation during instructional time, exit questions relating to lesson targets, interview questions when new concepts are taught to individually assess students understanding

**We will measure this Summatively by:**

- Students will be formally assessed in November, January, March and May using Achieve the Core assessments and benchmark assessments ( Easy CBM )

**Action steps we will take to meet our goal:**

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- Team meetings bi-weekly to determine best practices for academic instruction in small groups.
- Analyse student data ( formative and summative) to find patterns that may negatively impact student growth-task analysis format.
- Creating and adjusting lesson curriculum relating to goals, to match students' present level of performance.

**Technology**-This is how we will utilize technology to meet our goal:

- Students will use online fact fluency programs to practice addition and subtraction math fluency.
- Team members may use web programs, as needed, that demonstrate and teach math skills relating to student growth goals.

**Grade Level/Department/Team:** Intermediate Learning Support Special Education

**Goal:** SG 6.1 Student Growth Goal (whole class):

- If we engage students and families in the most critical content within each math strand, and challenge students with real-world tasks that develop mathematical reasoning, then students will show growth in their ability to add, subtract, multiply, and divide decimals and whole numbers.

**We will measure this Formatively by:**

- Exit Tickets, Listening, Homework, Daily work, Family communication, Collaboration with partner(s)

**We will measure this Summatively by:**

- BOY Math Expressions Assessment (number sense page acting as Pre-assessment),
- Math Expressions Unit 3 (Midpoint Assessment)
- SBA Interim Block Assessments (Midpoint Assessment)
- BOY Math Expressions Assessment (number sense page acting as Post-assessment),

**Action steps we will take to meet our goal:**

- To meet this goal, our team plans to take this content knowledge out of the stand-alone math expressions unit and embed this knowledge into other math content areas such as 2 and 3 dimensional geometry, and rates, ratios and percents. This work will be in addition to the unit devoted specifically to decimal and fraction number sense. Additionally we will be reviewing this and other review concepts in the whole class setting with white board work, multiple times throughout the week.
- Besides those whole class activities, groups of students with similar skill levels and needs will be targeted for individualized small group support, tasks, and/or extension projects. These students will be identified through the assessments listed above.

**Technology - This is how we will utilize technology to meet our goal:**

- As part of our 1:1 chromebook system students will be using the following websites in order to supplement their own learning in ways that they think will support them the most. Once students realize areas of relative weakness they will then be able to seek out online support to fill those needs. Students will primarily utilize Khan Academy for the video tutorials, independent practice, and extended word problems provided there. Other online resources students will have available are Prodigy Math, Xtra Math, MobyMax, and That Quiz.

**Grade Level/Department/Team:** Specialist Team (PE, Music, Library)

**Goal:** If we engage students and families in the most critical content within each content strand, and challenge students with critical thinking tasks that develop critical thinking and reasoning, students will show progress toward grade level standards.

**We will measure this Formatively by:**

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Teacher observation, anecdotal notes

**We will measure this Summatively by:**

Evidence of student growth (pre and post assessments, ongoing assessments)

**Action steps we will take to meet our goal:**

Use collaborative time with specialist team and with job-alike staff members in the district

**Technology-This is how we will utilize technology to meet our goal:**

Email, grade keeping, note recordings, google classroom, audio and visual recording, ClassDojo

**Action Plan for the School to Address the Target Area to in order to meet the Achievement Goals:**

| <i>Learning Opportunities for Students</i>  | <i>Description of the Learning Opportunity</i>  | <i>Schedule</i>   |
|---|---|-------------------|
| <b>As part of progress monitoring, what are you doing to help students who are still not meeting proficiency?</b>   | The Problem Solving team meets regularly to look at the data and address next steps of individual students. The MTI Team meets quarterly to monitor progress of all students. The Learning Support team meets with teachers on a regular basis to discuss individual students.  | Weekly            |
| <b>As part of progress monitoring, what are you doing for students who are meeting or exceeding standards?</b>  | Multiple opportunities are offered to those students who have shown that they have met the standards. These may include online programs such as Moby Max which help extend individual learning. Certain grade levels have also initiated a Genius Hour to develop personal interest projects.   | Ongoing as needed |
| <b>Describe how your school addresses the physical, emotional, and intellectual safety conditions that allow for effective teaching and learning to take place.</b> | We work intentionally to ensure that our students feel their school is a safe place to be and learn. Teachers work to build trusting relationships with their student which helps to identify their physical and emotional needs within the context of cultural diversity. Classroom management and school-wide discipline (PBIS) plans are in place to make sure students can learn in a structured and safe environment. Students are encouraged daily to do their best, don't give up, and reminded that we believe in them. Motivation is both extrinsic and intrinsic based on developmental levels and always positive. Safety procedures and district policies are followed. | Ongoing           |

|  | <i>Description of the Learning Opportunity</i> | <i>Schedule</i> |
|--|--|-----------------|
|--|--|-----------------|

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| <b>Learning Opportunities Provided for Staff Specific to the School Target</b>   |  |  |
|--|--|--|
| <b>Whole staff learning opportunities to support the focus and intentionality of this goal.</b>                        | All staff (including classified) have been introduced to the school-wide goals of this SIP and professional development throughout the year is guided by the goals of this plan. Significant professional development time will be dedicated to teacher collaboration and planning following focused professional development. In addition, our school's Instructional Coach and Instructional Technology Coach meet regularly with the Principal, Assistant Principal, and Instructional Leadership Team to guide staff learning and support. | August 2017 and during bi-monthly staff meetings and building release days |
| <b>Small group, individual, voluntary learning opportunities to support the focus and intentionality of this goal.</b> | Our Equity Team and Instructional Leadership Team are focused on the goals of this SIP. These teams intend to provide resources to staff members who need support and to thoughtfully plan professional learning. Individual teachers can also request support from the principal, assistant principal, or building coaches.   | Monthly meetings   |

**Action Plan for the School to Address the Third Grade OSPI Literacy Expectation:**

| <b>Third Grade OSPI Literacy Expectation</b><br><i>(The following information is required if less than 60% of Third Grade Students met or exceeded standards on SBA ELA)</i>   |  |   |
|--|--|---|
| <b>Intensive Reading and Literacy Improvement Plan</b>   | <b>Description of Intervention Practices</b>   | <b>Monitoring Schedule</b>              |
| <b>Identify the intensive and targeted reading/literacy intervention practices, K-4, your school will implement. After your selection, write a brief description of your plan for implementation of that practice.</b>         | <ul style="list-style-type: none"> <li>• Additional learning time within the School Day- Title 1, Special Education, and ELL services incorporated into the school day, and occurring according to our intervention block schedule</li> <li>• Focused interventions in phonemic awareness at the K-2 level to ensure consistent student success in this foundational reading skill.</li> </ul> | Monitored regularly throughout the year |
| <b>Specifically identify and describe your building's grade to grade transition plan. How is student learning information shared and how are intervention plans from year to year continued/modified/ expanded/ discarded?</b> | Creating a consistent structure for providing timely assistance to struggling students is an ongoing priority for the Mountlake Terrace staff. Title 1 benchmark assessments in reading, on-demand writing assessments, and math unit tests are used by staff to measure   | Monitored regularly throughout the year |

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|  | <p>student achievement against state and district standards. Following benchmark screening assessments in literacy, students are designated as Tier I, II, or III and further diagnostic assessments are given to targeted students to pinpoint specific needs. Plans for providing small group and individual interventions are determined by the end of the third week of school and based on need; students participate in pull-out and/or in-class small group interventions. Group size and duration vary by student need, providing a double dose of instruction during designated intervention blocks or during push-in interventions.</p> <p>MTI meetings are held periodically to analyze student progress. The staff discusses possible adjustments to interventions when students fail to make expected progress as indicated in progress monitoring.</p> <p>Our ECEAP Preschool program is available to 3-4 year olds in our community at no cost to the families. This program incorporates learning for students who would not otherwise attend preschool and includes support and services for families.</p> <p>At the kindergarten level, the WaKIDS assessment is incorporated into our summer Jump Start program offered to all incoming kindergarten students. The result is students who are much more ready for kindergarten on the first day of school and families who begin the year as part of an engaging school community.</p> |  |
| <p><b>Describe your <i>Targeted Family Engagement Plan</i> (specifically K-4) that ensures two way communication between home and school regarding individual student progress, the interventions and strategies being used and strategies for improving the student's reading skills at home.</b></p> | <p>Strategies to increase family engagement include:</p> <ul style="list-style-type: none"> <li>• A goal of 100% participation in fall Parent-Teacher conferences resulting in multiple teacher efforts to: contact every parent; reschedule conferences as needed; and offer telephone conferences as needed.</li> </ul>   | <p>Monitored regularly throughout the year</p> |

Edmonds School District  
School Improvement Planning Process  
*Each Student Learning, Every Day!*

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|  | <ul style="list-style-type: none"><li>• Increased use of interpreters for school events.</li><li>• Increased community communication through our weekly Family Newsletter including information about school academic initiatives and academic trends on the spring state assessment.</li><li>• Family Reading Nights to involve parents in reading with their students and to incorporate research-based approaches to support their children.</li><li>• More intentional planning of key events such as Open House to attract more families and incorporate greater academic focus.</li><li>• Natural Leaders Program led by our Family Outreach Coordinator to support and engage diverse families in our community and to provide specific information related to student achievement.</li><li>• Community engagement through our twice-per-week Edmonds PreK Preschool program.</li></ul> |  |
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