

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

School Name: Martha Lake Elementary

Year: 2018-2019

School Theory of Action/Target Area

If we are learning, implementing and engaging in best practices around cycles of inquiry toward high-result, student-driven engagement strategies for all students; and we are learning, implementing and engaging in best practices to engage our English language learners and students who receive special education services; and we are increasing the level of questioning and discussion in English language arts; then our students will be able to engage in extended and strategic thinking across the curriculum.

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

As measured by Student Growth Percentiles found in the Washington Assessment Management System, compared to 68% of tested students showing typical or high growth on the ELA portion of the SBA in spring 2018, 73% of tested students will show typical or high growth on the ELA portion of the SBA in spring 2019.

Opportunity/Achievement Gap:

As measured by Student Growth Percentiles found in the Washington Assessment Management System, compared to 55% of tested students showing typical or high growth on the ELA portion of the SBA in spring 2018, 65% of tested students will show typical or high growth on the ELA portion of the SBA in spring 2019.

- **Measurement/Assessment: : English Language Arts Portion of the Smarter Balanced Assessment as measured by Student Growth Percentiles found in the Washington Assessment Management System**

<i>Student Group</i>	<i>Current % Successful</i>	<i>Goal % Successful</i>
All Students	68% Show Typical or High Growth	73% Show Typical or High Growth
Comparison Group A Students who qualify for ELL or IEP	55% Show Typical or High Growth	65% Show Typical or High Growth
Comparison Group B Students who do not qualify for ELL or IEP	73% Show Typical or High Growth	78% Show Typical or High Growth

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Commitment Focus Areas:

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-3rd Grade Early Learning
- Graduates Who Are Ready for Life

Specific Commitment Focus Key Performance Indicators:

% of students meeting or exceeding grade level standards in ELA (Smarter Balanced Assessment)

- Elementary School Students (Grades 3 – 6)

% of ELL students making adequate gains in learning English in grades 1-12 (WELPA/ELPA21)

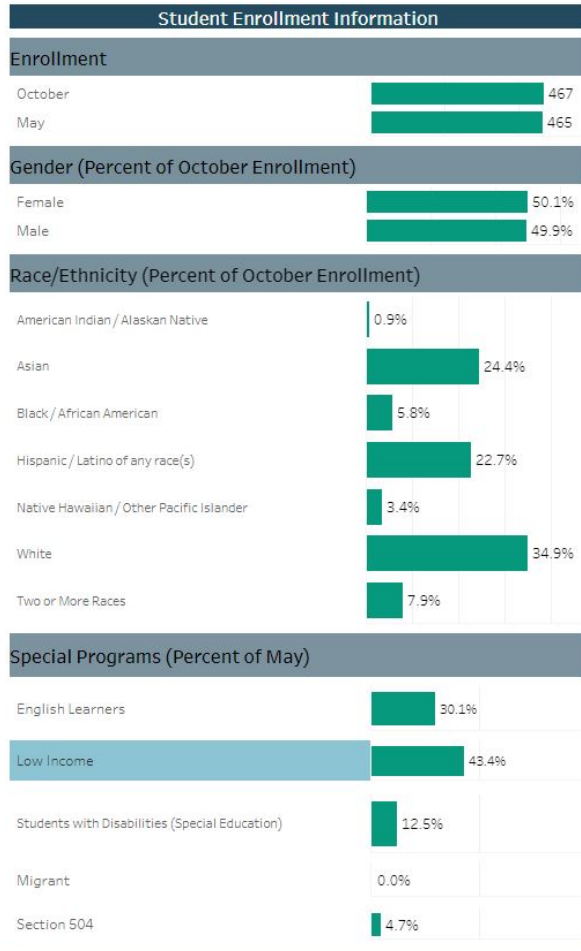
% of 2nd grade students meeting standard on the 2nd grade reading assessment in the spring

School Vision/Mission:

Our mission is to create an environment that offers all students opportunities to participate in challenging, authentic, and collaborative inquiry by providing engaging learning experiences reflective of diverse teaching and learning styles.

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School Demographics:



Parent, Family, and Community Involvement in this Plan:

Using the Dual Capacity Framework to inform our practices, family engagement is essential to improve student learning. Martha Lake will:

1. Re-design our curriculum night to a student-led Back to School Family Night. Students will lead their families in a program that the teachers help create.
2. Initiate the use of the blog application “Seesaw” to connect families to their student’s (s’) work and learning in the classroom.
3. Connect with all our families, in particular, our under-represented and families with limited English, to the school via our Family Engagement Liaison, Montserrat Healy. Ms. Healy will specifically

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engage the families of our English Language learners in their student's (s') learning as they are the focus students in our SIP.

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 checked="" type="checkbox"/> Staff Perceptual Data |
| <input checked="" type="checkbox"/> District Assessments | <input type="checkbox"/> CTE Industry Certification | <input checked="" type="checkbox"/> Student Perceptual Data |
| <input checked="" type="checkbox"/> School Assessments | <input type="checkbox"/> Graduation Rate | <input checked="" type="checkbox"/> Parent Perceptual Data |
| <input type="checkbox"/> Classroom Assessments | <input checked="" type="checkbox"/> Attendance Data | <input type="checkbox"/> Other: |

Summary of strengths or greatest progress based on the data:

- | |
|---|
| <ul style="list-style-type: none"> 77% of Students who do not qualify for ELL or IEP services had typical or high growth on the math portion of the SBA. |
| <ul style="list-style-type: none"> 73% of Students who do not qualify for ELL or IEP services had typical or high growth on the ELA portion of the SBA. |
| <ul style="list-style-type: none"> 77% of Students in the 5th grade had typical or high growth on the math portion of the SBA. |
| <ul style="list-style-type: none"> 76% of Students who ethnicity is identified as Hispanic or Latino had typical or high growth on the ELA portion of the SBA. |

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

- | |
|--|
| <ul style="list-style-type: none"> 55% of students who qualify for ELL or IEP services showed typical or high growth on the ELA portion of the SBA. |
| <ul style="list-style-type: none"> 55% of students who qualify for IEP services showed typical or high growth on the Math portion of the SBA. |
| <ul style="list-style-type: none"> 57% of students who qualify for ELL services showed typical or high growth on the Math portion of the SBA. |
| <ul style="list-style-type: none"> 68% of students who qualify the free of reduced lunch program showed typical or high growth on the ELA portion of the SBA. |

State Participation Rate: 95% participation required

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

Third Grade OSPI Literacy Expectation:

What Percentage of Third Graders Met or Exceeded standard on the SBA ELA?	If less than 60% of Third Grade students met or exceeded, a whole school intensive reading/literacy plan is required. Mark the appropriate box.
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55.38%

Plan is required: YES NO

If a plan is required for your building, add in your Third Grade SBA Claim Report Data (percentages met) below:

Reading: 79% at/near or above

Writing: 74% at/near or above

Listening: 82% at/near or above

Research/Inquiry: 75% at/near or above

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

Grade Level/Department/Team: Kindergarten

Student Learning Goal:

All ELL and SPED students will make growth in sight word acquisition. We will collaborate as a grade level team monthly to develop, review, and reflect on progress and strategies used to support ELL/SPED students in sight word acquisition.

We will measure this Formatively by:

- Start-up Phonics Sight Words
- Exit tickets
- Read alouds
- Word Wall
- Turn-and-Talks

We will measure this Summatively by:

- Kindergarten Literacy Assessments

Action steps we will take to meet our goal:

Frequently give formative assessments; exit tickets, read aloud, Hubbards Cupboard Sight Word Books, ect.

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

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-RazKids

-StarFall

-“Have Fun Teaching” Sight Word videos

Grade Level/Department/Team: 1st Grade Team: Nancy Webster, Laurie Miller and Jill Gordon

Student Learning Goal: Between September and May, our ELL progressing students and students receiving special education services will increase their ability to read fluently in a text aligned with their Independent Reading Level by at least 2 levels using appropriate rate, phrasing, and accuracy according to Benchmark rubrics.

We will measure this Formatively by:

- Student’s daily reading work assignments (worksheets from Benchmark or Explode the Code)
- Students demonstrate knowledge of sounds by using PALS sound chart.
- Small reading groups-observations and anecdotal notes

We will measure this Summatively by:

- Quarterly testing of Benchmark independent reading levels.

Action steps we will take to meet our goal:

- Meet weekly to discuss data and progress of targeted students.
- Using PALS cards to build letter/sound skills
- Benchmark wordwork/ Explode the code phonic builders
- Working with ASB to coordinate “Buddy readers” for our students, especially ELL/IEP students who are not having reading calendars signed/don’t have a person at home to read with them.

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

We will be using Starfall and RazKids with our students.

We will also be working with our students on keyboarding/sounding out/spelling words in their writing.

Grade Level/Department/Team: 2nd grade Asha Hamack, Jill Gordon, Heather Brown

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Student Learning Goal: Between September and May, our ELL progressing students and students receiving special education services will increase their ability to read fluently in a text aligned with their Independent Reading Level using appropriate rate, phrasing, and accuracy according to Benchmark rubrics.

We will measure this Formatively by:

- CSAs
- Journal responses
- Small reading groups-observations and anecdotal notes

We will measure this Summatively by:

- Quarterly testing of Benchmark independent reading levels.

Action steps we will take to meet our goal:

- Meet weekly to discuss data and progress of targeted students.
- Collaborating and designing fluency-building activities.

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

We will be using Starfall, RazKids, Scholastic News Online, and Storyline Online with our students.

Grade Level/Department/Team: 3rd Grade

Student Learning Goal:

Student Growth Goal (subgroups): Students who receive services in ELL & Special Ed

Multiple Measures: Benchmark IRL Assessments, IABs, Comprehensive Skills Assessments (CSAs)

Student Growth Goal (whole class): Students will increase their Benchmark Independent Reading Level by 2 reading levels (for students performing below or at grade level), or 1 reading level (for students above grade level) by May 2019.

We will measure this Formatively by: Teachers will make ongoing records of student reading fluency and comprehension performance during reading group activities. Teachers will also use weekly Benchmark skills comprehension assessments.

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We will measure this Summatively by: Teachers will use students's performance on Benchmark IRL Assessments, IABs, and Comprehensive Skills Assessments (CSAs) to make summative assessments.

Action steps we will take to meet our goal: Teachers will meet regularly with student leveled reading groups to provide direct reading skills instruction. Whole class instruction will further provide reading skills practice. In addition, teachers will review past assessments with students to identify strengths and methods to correct mistakes.

Technology-This is how we will utilize technology to meet our goal: Students will utilize online programs such as RazKids, ReadWorks, and MobyMax to provide extra reading practice.

Grade Level/Department/Team: 4th Grade Team: Chris Lambert, Michelle Hays-Munn, Anna Walter

Student Learning Goal: *Student will increase engagement by actively participating in group/classroom discussions and responding to teacher prompts and questions.*

We will measure this Formatively by: conducting assessments that track growth through the year (observations, checklists, conferencing, goal setting and self-evaluations)

We will measure this Summatively by: providing a pre- , mid- and post-assessments .

Action steps we will take to meet our goal: Educate ourselves on various Questioning and Discussion Techniques. Select strategies that support their learning styles and needs.

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

Track student growth through the year using digital tools and communicate growth to students and parents.

Using online resources to support students in their learning (ReadWorks, Scholastic News, RazKids, SpellCity, Science curriculum resources).

Grade Level/Department/Team: 5th Grade/ELL

Student Learning Goal: Students will be able to determine main idea of a text and provide key/supporting details as evidence of their thinking.

We will measure this Formatively by: CSA's, End of Unit Benchmark Tests, small group work, IABs, exit tickets, using various resources from ELP (English Language Proficiency)

We will measure this Summatively by: We will measure an increase in score between pre-unit/mid-year unit/post-unit assessments (Fall, Winter, Spring).

Action steps we will take to meet our goal: Give pre-unit test, work with students in whole group, small group, and individual capacity, formative assessments, mid-year, and post-unit assessment. We will support our ELL & IEP students by teaching the vocabulary and working with them in small groups or one on one when necessary.

Technology-This is how we will utilize technology to meet our goal: Scholastic News, Readworks, RAZ kids, Reading A to Z

Grade Level/Department/Team: 6th grade

Student Learning Goal: Between October and May, 80% of students will show improvement in solving operations with fractions.

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We will measure this Formatively by: Practice daily warm-ups using ADD booklets, Mon-Fri warm-ups focused just on fractions, quizzes (quick checks), self-assessing, and reflection.

We will measure this Summatively by: Pre, Mid, Post Assessment (Fractions), Unit 3 – Pre, Post Assessment

Action steps we will take to meet our goal: The teaching team will meet throughout the year to: examine student work, discuss assessments (especially Unit 3), meet throughout the year and bring common assessments, and keep student growth records. We will create a template for IEP students that is fill in the blank and step by step to make solving easier and for them to recall the steps. Place fraction word lists on the board and keep a record of new vocabulary words, refer to them often. In addition, after each Unit test we will do the Performance Activity.

Technology-This is how we will utilize technology to meet our goal: Online Resources, MobyMax

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>
As part of progress monitoring, what are you doing to help students who are still not meeting proficiency?	Small group interventions; peer tutoring; one on one; reteaching; explicit vocabulary instruction; models	All Year
As part of progress monitoring, what are you doing for students who are meeting or exceeding standards?	Small group intervention; strategy sharing; moby max; peer tutor; challenge problems	All Year
Describe how your school addresses the physical, emotional, and intellectual safety conditions that allow for effective teaching and learning to take place.	Renewed emphasis in Character Education PBIS implementation – Tier I expectations developed and implemented Implementation of Social/Emotional Learning curriculum at grades K-3 (Second Step)	All Year

	<i>Description of the Learning Opportunity</i>	<i>Schedule</i>
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Learning Opportunities Provided for Staff Specific to the School Target		
Whole staff learning opportunities to support the focus and intentionality of this goal.	Grade level and whole staff learning on effective differentiation in the classroom. Grade level and whole staff learning on effective learning strategies for progressing EL students. Grade level and whole staff learning on increasing rigor in Math especially focusing on Depth of Knowledge. Continue work around implementation of PBIS as well as all staff Love and Logic training. Technology Integration and best strategies around 1-1 and 2-1 application.	All Year
Small group, individual, voluntary learning opportunities to support the focus and intentionality of this goal.	Staff research around best practices in effective differentiation in the classroom. Literature study Grade level investigation and practice based upon topic.	All Year

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

Third Grade OSPI Literacy Expectation <i>(The following information is required if less than 60% of Third Grade Students met or exceeded standards on SBA ELA)</i>		
Intensive Reading and Literacy Improvement Plan	Description of Intervention Practices	Monitoring Schedule
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.	<ul style="list-style-type: none"> ✓ Use of a coach/coaches ✓ Additional learning time within the School Day ✓ Before and After School Programs ✓ Family Involvement at School (and outside of school) ✓ Targeted Professional Learning ✓ Professional Learning Communities ✓ Tutoring Click here to enter text.	All Year
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?	MTI—reviewing data from previous year via Homeroom Data reviewed for each student to identify progress and to discuss interventions for upcoming year.	All Year
Describe your <i>Targeted Family Engagement Plan</i> (specifically K-4) that ensures two way communication	Parent-Teacher conferences	All Year

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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.	Latino Parent/Principal coffee to discuss at home strategies and how to support students. Family Night replacing traditional curriculum night. Teacher/Classroom newsletters Weekly/Biweekly emails from teachers Correspondence (email and notes) between teacher and families Addition of Family Engagement Liaison Encourage the use of technology apps such as SeeSaw to connect parents with the classroom.	
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