



**Edmonds**  
SCHOOL DISTRICT

# School Improvement Plan

**School Name: Martha Lake Elementary**

**Year: 2019-2020**

## Section I: School Mission and Demographics:

**School 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.

### 2019-2020 School Demographics

Group	Number of Students	% of Students	Group	Number of Students	% of Students
Enrollment (October)	455	NA	Two or More Races	35	7.69%
American Indian/Alaskan Native	4	0.88%	English Language Learners	138	30.33%

Asian	93	20.44%	Homeless/ McKinney- Vento	10	2.20%
Black/African American	25	5.49%	Low Income	236	51.87%
Hispanic/Latino	128	28.13%	Section 504	20	4.40%
Native Hawaiian/Other Pacific Islander	12	2.64%	Students with Disabilities	69	15.16%
White	158	34.73%	Student Mobility	14	3.08%

## **Student, Family and Community Involvement in 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 engage the families of our English Language learners in their student's (s') learning.**
- 4. Focus on the continued growth in parent participation in our school's Equity Team. This team will examine all of our practices, including our SIP, to ensure it follows our commitment to equity.**

## Section II: Reflection & Evaluation of Prior Year's Progress

Describe the progress your school made toward the improvement goals in the 2018-19 SIP.

Goal (restate the goals, whole school and opportunity gap group goals)	Narrative Reflection:
<p><b>Whole School -</b> 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.</p>	<p>We had hoped to hit 73% of students showing typical or high growth, but we only hit 69.1% of all students showing typical or high growth.</p> <p>I believe we did not meet the goal we set because we have some underlying issues in services for both our students who qualify for English Language services as well as our students who qualify for special education services. These issues are outlined in the Needs Assessment section of this School Improvement Plan.</p>
<p><b>Opportunity Gap (EL and students who qualify for IDEA)</b> As measured by Student Growth Percentiles found in the Washington</p>	<p>We did meet our goal in this area. Overall, 71.6% of our students who qualify for English language services along with students who qualify for Special Education services made typical or high growth on the ELA portion of the SBA.</p> <p>52% - High Growth 19.6% - Typical Growth</p>

<p><b>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.</b></p>	
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**How has the progress described above informed your school’s improvement planning for this school year?**

**Despite the success in our opportunity gap growth scores. We still have concerns around practices to best serve our students who qualify for Special Education and English Language services. Those concerns are outlined in the Needs Assessment section (Section III).**

**Section III: Needs Assessment**

**A. Based on your data analyses and examination of other contextual factors, what specific claims can you make about your school’s Areas of Strength and Areas of Needed Growth (2-3 for each)?**

**Areas of Strength**

- 1. We have a strong primary literacy program that consistently supports all students’ growth in learning to read by the end of third grade. Results from DIBELS, running records, and Benchmark Literacy assessments show our students make positive growth toward proficiency in literacy each year.**
- 2. Our students, who identify as Latinx, have showed strong growth in both reading and math over the past 3 years. Our Latinx community generally represents between**



20-25% of our school population, and we have had a focus on this group in past School Improvement Plans.

3. Our students, who identify as Asian, consistently achieve at or above standard. 73% of Asian students met or exceeded standards on both the math and ELA portions of the SBA at all grade levels.

4. Of our 142 students who qualified last year for EL services, 26 students (18%) transitioned out of EL Services last year based on ELPA-21 scores.

5. The experience at Martha Lake is generally positive for our students who qualify for English language services. Because of Martha Lake's diversity, many of our EL students have peers that are having a common learning experience as themselves. Our teachers have had building-based professional development over the past two years in strategies for learning for English Language Learners, and our teachers are employing many of these strategies.

6. Martha Lake has a significant number of students who have social/emotional learning (SEL) goals as a part of their IEP. Our SEL team has worked hard to provide scaffolds for these students to be successful. Special Educators, Paraeducators and our Psychologist have collaborated well around interventions needed and successes achieved.

#### **Areas of Needed Growth**

1. Our students who qualify for special education services scored 12% meeting standard in ELA and 20% meeting standard in math on the SBA.

2. Our students who qualify for English language services scored 16% meeting standard in ELA and 20% meeting standard in math on the SBA.

3. Our general education teachers, special education teachers and EL teacher all report not enough time to collaborate, and that each is unaware of what is happening in their colleagues' rooms with their students.

4. In administrator walkthroughs as well as shadowing of our EL/IEP students some trends have emerged. First, EL/IEP students are provided fewer opportunities in the classroom to use oral language than their non-EL/IEP peers. Additionally, EL/IEPs receive less praise for academics and more academic corrections than their non-ELL/IEP peers. Further, EL/IEPs receive 1.5 times more behavioral corrections than verbal praise for behavior, and 1.4 times more academic correction than verbal praise for academics.

5. Along with the above data, it was noted that EL/IEP students are only participating in class about 53% of the time. Classroom teachers noted how often students seem





to be coming and going from the classroom, and contend that they rarely see some of their IEP students particularly. Scheduling conflicts have created circumstances that put IEP or EL students outside of the general education classroom during core instruction (math, reading, writing), and students are often returning to the general education classroom from intervention midway through a lesson or missing the lesson entirely. For many of the students who are arriving back to class midway, they are arriving back to an assignment often not related to what the remaining students are working on.

**B. Based on your analyses, what specific areas of needed growth will your school focus? What is your rationale for this focus; why this above others? What has your improvement work identified as potential causal factors, i.e. what's happening or not happening in your school that's bringing the current results?**

**Growth for Martha Lake Elementary will focus around 4 areas:**

**1. Conditions to support students, parents and staff.**

In the coming years, we will be working to increase the collaboration and communication between general education and support services (EL and SpEd). We will be using a Professional Learning Community protocol to facilitate coordinated conversations. This will lead to a much clearer alignment between special education and general education as well as well between like grade level team members and clearer communication to families.

**2. Best practices in instruction for students who qualify for EL or SpEd.**

In the coming years, we will be working to increase our knowledge and practices around language acquisition, differentiation of instruction, accommodations for scaffolding instruction, and modifications to core curriculum to increase engagement. In addition, we will be increasing our knowledge and practices around making our instruction more culturally relevant.

**3. Coordination of intervention services.**

In the coming years, we will be working to systematically build uninterrupted core instructional time in reading and math, intentionally ensuring all of our students



who have services with EL or SpEd receive a double dose of instruction every day, purposefully reducing the amount of transitions many of our students endure over the course of a day, and creating a throughline of instruction between classroom and intervention.

**4. Positive social/emotional learning.**

In the coming years, we will be working on strategies to develop and grow relationships with students, and we will be working towards ensuring all of our students have at least a 5:1 ratio of positive to negative interactions. Social/Emotional Learning will be a focus and taught with fidelity, and we will be working on our engagement strategies to ensure an increased opportunity for all to participate in learning with an emphasis on how to engage our students who qualify for EL or SpEd services in the general education curriculum.

**C. Additional Data Required**

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

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

**D. Third Grade OSPI Literacy Expectation**

<p><b>What Percentage of Third Graders Met or Exceeded standard on the SBA ELA?</b></p> <p><b>49%</b></p>	<p><b>If less than 60% of Third Grade students met or exceeded, a whole school intensive reading/literacy plan is required. (Mark YES OR NO by copying this symbol ☒ next to your selection.)</b></p> <p><b>Plan is required: YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></b></p>
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**If a plan is required for your building, add in your Third Grade SBA Claim Report Data (percentages met) below:**

**Reading: 73% at/near or above**

**Writing: 78% at/near or above**

**Listening: 78% at/near or above**

**Research/Inquiry: 74% at/near or above**

## **Section IV: Theory of Action**

### **Theory of Action**

**If we attend to the conditions to support students, families and staff learn and implement best practices to support our students who qualify for English Language (EL) and/or Special Education (SpEd) services, intentionally coordinate services students receive, and develop our skills to promote a positive social emotional environment for our students, then students and families who receive EL and SpEd services will feel more connected to school, students will receive scaffolding that allow them to engage in the general education curriculum, and measurable growth will be achieved in core content for students who qualify for EL or SpEd services.**

### **Rationale**

**We are beginning this year working towards improving the conditions to support our students, parents and staff and in coordinating services for our students who require special education or English language services. In order to be successful with strategies that we want to employ (Positive social/emotional, language acquisition, scaffolding, etc.), we first need to ensure we have consistency in the “what” that we are teaching. We need to have synchronized efforts between each general education classroom at each grade level as well as a synchronization between those classrooms and interventionists (EL and SpEd). All students need to have equitable access to the general education curriculum. To do this, there has to be collaboration between all instructors, and students have to be in the general education classroom during core instruction. According to Victor Nolet, professor at Western Washington University, “Access to the general education curriculum is not equivalent to inclusion, but rather provides students with disabilities the supports necessary to allow them to benefit from the instructional curriculum. IDEA '04 (Individuals with Disabilities Education Act of 2004) emphasizes the importance of special education students’ access to the general education curriculum. This ensures that students with disabilities can**



achieve the greatest academic success possible. Students with disabilities who are educated in a separate classroom, or in a separate school, are still required to have access to the general education curriculum. Because the academic achievement of students with disabilities is important, educators should be held accountable for their achievement. When students with disabilities are part of the accountability system, educators' expectations for them are higher."

A substantial amount of research exists showing that our theory of action is the correct course of action for us. Most notably we have relied upon the research provided by The Council for Exceptional Children - High leverage practices in special education (2017), The Common Core State Standards Initiative - Application to students with disabilities, and notable researchers such as Robert Marzano, Charlotte Danielson, Carol Ann Tomlinson, John Hattie, Douglas and Lynn Fuchs, Jana Echevarria, MaryEllen Vogt, Deborah J. Short, et.al.

More importantly we have relied on the expertise and knowledge of our practitioners on the ground as well as the feedback from our students to determine our course of action. As stated in Bryk, Gomez, Grunow, LeMahieu's Learning to Improve (2017), "...engaging insights from the job floor can break the susceptibility to solutionitis and the prevailing one-size-fits-all approach to education reform."

## **Section V: Student Outcome Goals (Schoolwide and Opportunity Gap)**

### **All Students:**

As measured by Student Growth Percentiles found in the Washington Assessment Management System, compared to 68% of tested students who showed typical or high growth on the ELA portion of the SBA in spring 2019, 73% of tested students will show typical or high growth on the ELA portion of the SBA in spring 2020.

### **Opportunity Gap Goal:**

As measured by Student Growth Percentiles found in the Washington Assessment Management System, compared to 71.6% of tested students who qualify for EL



and/or Sp.Ed. services who showed typical or high growth on the ELA portion of the SBA, in spring 2019, 78.9% of tested students who qualify for EL or Sp.Ed. services will show typical or high growth on the ELA portion of the SBA in spring 2020.

## Section VI: Action Plan

### Plan for 2019-20

Key Improvement Action	Description	Timeline
<p>Development of core academic times that work with master schedule and allow for interventions to take place outside of core times.</p>	<p>Building schedule to include dedicated one hour blocks in both reading and math for each grade level. These hour blocks are held sacred and no interventions can occur during these times. Interventions can occur anytime outside of these blocks and ensures that each student that receives an intervention in reading or math, receives a double dose of instruction each day - core + intervention.</p>	<p>Ongoing through 2019-20 school year</p> <p>Beginning the first day of school. Review monthly.</p>
<p>Establishing PLC's at each grade level focusing on the learning of EL/SpEd.</p>	<p>Developing working relationships in Professional Learning Communities (PLCs) including both grade level general education teachers and intervention teachers (SpEd and English Language Learner). Focus on:</p> <ol style="list-style-type: none"> <li>1. Communication of efforts between classrooms - gen. Ed. and intervention.</li> <li>2. How can interventionists work to set students up to be</li> </ol>	<p>Ongoing through 2019-20 school year</p> <p>First meeting at August Retreat and continuing at least monthly throughout the school year.</p>

	<p>successful when in the general education classroom (pre-teaching - skill development)?</p> <p>3. Developing scaffolds to ensure students can engage in general education classroom.</p>	
<p>Creating throughlines of instruction between general education and interventionists.</p>	<p>Creating continuity between each general education classroom and in intervention classrooms such that students have a cohesive learning experience between all of the classrooms and don't feel like they are learning something different in each setting. This work will be part of the essential work that is accomplished in our PLCs - teachers will be reviewing upcoming plans for general education with interventionists, and interventionists will be working to coordinate their efforts to support students as they work in the general education setting - pre-teaching, reviewing vocabulary, etc. Gen. Ed. Teachers will consult with interventionists to design appropriate scaffolds for each student such that they can participate in gen. Ed. instruction. All teachers reviewing Common Core Standards to ensure grade level expectations are met.</p>	<p>Ongoing through 2019-20 school year in PLCs at least weekly.</p>

**Plan for Years 2 & 3**

**2020-2021:**

- Continued focus on collaboration between our general education teachers and interventionists. Focus of collaboration growing relationships and connecting with students and social emotional learning.

2021-2022:

Continued focus on collaboration between our general education teachers and interventionists. Focus of collaboration to be added best practices in accommodation, modification, Understanding By Design (UBD), and language acquisition.

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

**Third Grade OSPI Literacy Expectation**

*(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</i>	<i>Description of Intervention Practices</i>	<i>Progress Monitoring Schedule</i>
<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>✓ Utilize Instructional Coaching</li><li>✓ Additional Learning Time within the School Day</li><li>✓ Before and After School Programs</li><li>✓ Family Involvement at School (and outside of school)</li><li>✓ Targeted Professional Learning</li><li>✓ Professional Learning Communities</li><li>✓ Tutoring</li></ul>	All Year

<p><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></p>	<p>MTI—reviewing data from previous year via Homeroom Data reviewed for each student to identify progress and to discuss interventions for upcoming year.</p>	<p>All Year</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>Parent-Teacher conferences On-going parent/teacher communication Title 1 Night Semester Title 1 reports / report cards.</p>	<p>All Year</p>

## Section VII: Grade Level/Specialist/Department Goals

School Name: Martha Lake Elementary

Year: 2019 - 2020

### **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:**

-RazKids

-StarFall

-“Have Fun Teaching” Sight Word videos

**Grade Level/Department/Team: 1st Grade**

**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 Teacher College Running Record 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.
- End of the comprehension test
- DIBELS testing

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

- Meet weekly to discuss data and progress of targeted students as a First Grade Team.
- Meet every month with our Learning Support and ELL teacher to discuss data and the progress of targeted students and collaborate on possible strategies to help with given reading content First grade is currently working on.
- Modify lessons to include opportunities for all student abilities to participate in whole group instruction.
- Keep data on making sure every student has a chance to participate during whole group instruction. Keep a chipboard with a student class list to make sure of involvement of everyone.
- Teach SAR- Students are responsible for their own learning.
- Flexible groups for reading-move students as needed.
- Use of pictorial representation for vocabulary building.
- Use of PAL phonics cards and charts.
- Sound out spelling in writing and transfer to reading/ Benchmark phonics
- Use the Teacher College Phonics program during our homeroom classes, not just reading groups.

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

We will be using Starfall and RazKids with our students.

**Grade Level/Department/Team: 2nd Grade**

**Student Learning Goal:** Between September and May, our ELL progressing students and students receiving special education services, will increase their Independent Reading Level(IRL) by 1-2 levels in the Teachers' College Running Records.

**We will measure this Formatively by:**

- Whole group observation during instruction time
- One on one student conferences
- Small reading groups-observations and anecdotal notes



**We will measure this Summatively by:**

- Quarterly testing of Teachers College Running Record for independent reading levels.

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

- Use visuals and body movements to engage all students
- Front load vocabulary
- Using proximity seating to ensure participation and access to instruction based on student need
- Collaborating and designing appropriate whole-group and small group instruction based on student needs

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

We will be using Teach your Monster to Read, Epic, Scholastic News Online, and Storyline Online with our students to support their individual literacy needs.

**Grade Level/Department/Team: 3rd Grade**

**Student Learning Goal:** Students who are performing at or below grade level, IEP and ELL students will increase their Independent Reading Level (IRL) by 2 Levels from September 2019 to May 2020.

**We will measure this Formatively by:**

\*Take ongoing records of student's reading fluency and comprehension performance during reading group activities





\*Use weekly Benchmark skills comprehension assessments

**We will measure this Summatively by:**

\*Pre, mid and post IRL assessments

\*Pre, mid and post Benchmark Comprehension Assessments

\*IABs and CSAs

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

\*Meet regularly to look at reading data and trends

\*Discuss ways to improve comprehension skills

\*During independent work time, we will adapt assignments to meet specific needs at the students academic level

\*We will have thoughtful pairing of peers to work collaboratively

**Technology:**

\*Students will utilize online programs that focus on comprehension and allow them to work at the specific level: RazKids, Readworks, Epic

**Grade Level/Department/Team: 4th Grade**

**Student Learning Goal:** Students 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 throughout 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.





**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**

**Student Learning Goal:**

In September, an average of 78% of students did not meet standard on Number and Operations in Base Ten & Fractions, according to the beginning of the year pretest. By the end of April, students will make a 5-10% increase in Number and Operations in Base Ten & Fractions on end of year post-test.

**We will measure this Formatively by:** Quick quizzes, exit tickets, homework review, conferencing, small group instruction, whole group instruction.

**We will measure this Summatively by:** End of unit tests, post- test.

**Action steps we will take to meet our goal:** Collaborating with team and learning support, discussing outcomes/data of formative and summative assessments.

**Technology-This is how we will utilize technology to meet our goal:** Zearn, Xtra Math, Prodigy, MobyMax, Google Apps for Education.

**Grade Level/Department/Team: 6th Grade**





**Student Learning Goal:** Between October and May, 75% of students will show improvement in understanding concepts that involve fractions.

**We will measure this Formatively by:** Mon-Fri warm-ups focused just on fractions, quizzes every Friday to show growth (quick checks), self-assessing, and reflection.

**We will measure this Summatively by:** Pre, Mid, Post Assessment (Fractions)

**Action steps we will take to meet our goal:** The teaching team will meet throughout the year to: examine student work, discuss assessments, meet throughout the year and bring assessments, and keep student growth records. We will create helpful cards with vocabulary and strategies to solve problems. Place fraction word lists on the board and keep a record of new vocabulary words, refer to them often.

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

