



Edmonds
SCHOOL DISTRICT

School Improvement Plan

School Name: Martha Lake Elementary School

Year: 2020-21

Section I: School Mission, Vision, 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 strategies.

School Race and Equity Mission Statement: Our mission at Martha Lake is to foster an environment where students, parents, community members, and staff feel safe, seen, and valued. We strive to create a community where everyone's contributions matter. We acknowledge we have learning to do on a personal and building level around race and equity to meet the needs of the people we serve. It is our goal to create concrete actionable steps towards a more welcoming and equitable learning environment throughout our building. These steps will be facilitated in our shared building spaces, school policies, community events, and classrooms. Our goal is to work together to build meaningful and trusting relationships in order to engage in conversation with an open mind.

School Demographics:

Group	Number of Students	% of Students	Group	Number of Students	% of Students
Enrollment (October)	466	NA	Two or More Races	44	9.44%
American Indian/Alaskan Native	1	0.21%	English Language Learners	144	30.9%
Asian	102	21.89%	Homeless/McKinney-Vento	10	2.15%
Black/African American	30	6.44%	Low Income	237	50.86%
Hispanic/Latino	135	28.97%	Section 504	17	3.65%
Native Hawaiian/Other Pacific Islander	10	2.15%	Students with Disabilities	59	12.66%
White	144	30.9%	Student Mobility	20	4.29%

*The data in this table is from the 19-20 school year.

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. Connect with all our families; in particular, our under-represented and multi-lingual families to the school.
2. Focus on the continued growth in parent participation in our school's Race and Equity Team. This team will examine all our practices, including our SIP, to ensure it follows our commitment to equity.
3. Social emotional health of our families is as important to us as our students. Family Chats on Zoom held weekly at the beginning of the year, then bi-weekly. This is an opportunity for families to connect and problem solve together the complexities of remote

learning. Various breakout rooms are themed at meetings, such as by languages and grade levels. These meetings also serve as outreach from school principal.

Section II: Reflection & Evaluation of Prior Year’s Progress

Describe the progress your school made toward the improvement goals in the 2019-20 SIP.

Goal:	Narrative Reflection:
<p>Whole School - 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>This year all grade levels developed common learning times for both math and ELA. Interventionists provided services to students that needed them outside of those common learning times. In addition, our focus this year was on creating the conditions needed for Special Education (SpEd), English Language (EL), and General Education staff to collaborate and provide more continuity for students between each service. Feedback data showed that classroom teachers valued the time with interventionists present, and likewise, interventionists indicated they were appreciative of the collaboration as well. Interventionist were better able to tailor interventions for students and do more strategic interventions such as pre-teaching vocabulary, reinforcing prerequisite skills, and teaching scaffolds students needed for success in general education. Observational data showed a clearer alignment between general education and special education. Collaboration notes also indicated evidence of a focus on best practices for EL and SpEd.</p> <p>Unfortunately, due to the interruption COVID-19 caused for the end of the school, much of our academic data we rely upon to show student growth did not occur this year.</p>
<p>Opportunity Gap (EL and students who qualify for IDEA) As measured by Student Growth</p>	<p>We are continuing to refine our delivery of services for both our students who qualify for English Language services as well as our students who qualify for special education services. Please refer to Needs Assessment section of this School Improvement Plan for more information.</p>

<p>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.</p>	<p>Unfortunately, due to the interruption COVID-19 caused for the end of the school, much of our academic data we rely upon to show student growth did not occur this year.</p>
---	---

How has the progress described above informed your school’s improvement planning for this school year?

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).

What impact did the school closure have on your school’s improvement work? With regards to your action plan, what steps were you able to complete or maintain; what steps are you unable to complete?

Lack of consistent data, collaboration, and time provided vast challenges in the development of this SIP in an authentic way. This compounded with our staff’s social emotional health and time being dedicated to meeting the needs of our students along with a steep learning curve for remote learning has been exhausting for our staff. We will utilize this year to gather data and work as a Leadership Team with staff to develop a plan that is reflective of our students’ needs around best practice rooted culturally responsive teaching. This year will also allow our new principal to transition and support the continuation of the work.

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 Acadience, 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 shown growth in both reading and math over the past 3 years. 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 past SBA at all grade levels.
4. 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.
5. 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 Education Educators, Paraeducators and our Psychologist have collaborated well around interventions needed and successes achieved.

Areas of Needed Growth

1. Of our 151 students who qualified last year for EL services, 18 students scored proficient last year based on ELPA-21 scores.
2. 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.
3. In last year's administrative walkthroughs, it was noted that EL/IEP students are 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/guardians and staff:

In the coming years, we will be working to increase the collaboration and communication between general education and support services (EL/Title/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, Title 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 responsive.

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 our students who have services with EL, Title 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. Title, SpEd, Title, EL and para support – coordinate: students not pulled during core instruction

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, Title or SpEd services in the general education curriculum.

C. Additional Data Required

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)
<p>If your participation rate is an area of opportunity, please describe your plan for increasing student participation during the school year:</p>	

D. Third Grade OSPI Literacy Expectation:

<p>What Percentage of Third Graders Met or Exceeded standard on the SBA ELA in 18-19?</p> <p style="text-align: center;">49.3%</p>	<p>If less than 60% of Third Grade students met or exceeded, a whole school intensive reading/literacy plan is required.</p> <p style="text-align: right;">Plan is required: YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></p>
<p>If a plan is required for your building, add in your Third Grade SBA Claim Report Data (percentages met in 18-19) below:</p> <p>Reading: 73% at/near or above Writing: 78% at/near or above</p> <p>Listening: 78% at/near or above Research/Inquiry: 74% at/near or above</p>	

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), Title 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, Title 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, Title 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 solutionist and the prevailing one-size-fits-all approach to education reform.”



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

- A. Whole School Achievement Goal(s)** — At least 85% of our students performing at strategic level will increase at least a year's growth in reading as measured with Running Records.
- B. Opportunity Gap Goal(s):** At least 85% of our students receiving EL services will increase at least a year's growth in reading as measured with Running Records.
- C. Social Emotional Learning Focus:** All our students will engage in SEL learning lessons across all grade levels, progress monitoring will be maintained at MTI collaboration meetings.

Section VI: Action Plan

Plan for 2020-21:

Key Improvement Action	Description	Timeline
Increase instructional staff capacity to support our English learners	Our professional learning plan will focus on developing our collective understanding of the stages of second language acquisition and the related best practices for supporting students in each stage.	Ongoing through 2020-21 school year
Establishing PLCs at each grade level focusing on the learning of EL	Developing working relationships in Professional Learning Communities (PLCs) including both grade level general education teachers and intervention teachers (SpEd, Title and English Language Learner). Focus on: <ol style="list-style-type: none">1. Communication of efforts between classrooms - gen. Ed. and intervention.2. How can interventionists work to set students up to be successful when in the general	Ongoing through 2020-21 school year

	<p>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 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.</p> <p>All teachers reviewing Common Core Standards to ensure grade level expectations are met.</p>	<p>Ongoing through 2020-21 school year in PLCs</p>
<p>Social Emotional Learning</p>	<p>Lesson Plans:</p> <p>K-3: Second Step taught by classroom teachers</p> <p>Grades 4-6: Mindfulness, Resilience, Social Emotional Wellness, Personal Safety, Stress Happens, Anti-Bullying</p>	<p>Ongoing through 2020-21 school year</p>



	SEL Screeners: administer, review and follow up	
--	---	--

Plan for Years 2 & 3:

2021-2022:

- Continued focus on race and equity work building-wide, deepen culturally responsive teaching practices, and growing relationships/connections with students and families
- Aligning instruction in grade level teams centered on best practice
- Develop an action plan to address low in person attendance trending at 82% in 2018 & 2019 with good attendance

2022-2023:

- Continued focus on MTI/MTSS process in authentic PLCs, common formative assessments
- Deepening work on differentiation, scaffolds, accommodations and supports

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>
--	--	-------------------------------------



<p>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.</p>	<ul style="list-style-type: none"> ✓ Utilize Instructional Coaching ✓ 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 	<p>All year</p>
<p>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?</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>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.</p>	<p>Family Connection Meetings at beginning of the year Parent-Teacher conferences On-going parent/teacher communication Title I Night Semester Title I reports/report cards</p>	<p>All year</p>

Section VII: Grade Level/Specialist/Department Goals

Grade Level/Department/Team: Kindergarten

Student Learning Goal:

All EL 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 EL 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:

- Raz-Kids
- StarFall
- “Have Fun Teaching” Sight Word videos

Grade Level/Department/Team: 1st Grade Team

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 Teacher College Running Record Rubrics.

We will measure this Formatively by:

- Student’s daily reading work assignments (worksheets from Benchmark Phonics, Seesaw reading activities 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 TCRWP independent reading levels.
- End of the year comprehension test
- Acadiance 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 regularly 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

Technology-This is how we will utilize technology to meet our goal:
We will be using RazKids, Epic, Digital Library as well as other online digital resources for reading 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

Student Learning Goal:

Between September and May, our students who are reading well-below grade level as determined by IRLs, will increase their reading skills by improving their phonological awareness and increasing sight word recognition.

We will measure this Formatively by:

Seesaw reading assignments

Small-group and whole-group observations and anecdotal notes

i-Ready data

We will measure this Summatively by:

Quarterly testing of independent reading levels.

Action steps we will take to meet our goal:

Collaboratively discuss data (including i-Ready) 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 i-Ready, Seesaw, RazKids, Epic, Scholastic News Online, and Storyline Online with our students.

3rd Grade Team SIP Goal: 2020-2021

Team Student Growth Goal: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.

EL students who are performing at or below grade level, will increase their Independent Reading Levels from September 2020 to May 2021.

We will measure this Formatively by:

*Take ongoing records of students' reading fluency and comprehension performance during reading group activities

*Benchmark Comprehension Assessment short stories

*iReady Reading lessons





We will measure this Summatively by:

*Pre, mid and post IRL assessments

*IABs

Action steps we will take to meet our goal:

*Meet regularly (through Zoom) to look at reading data and trends

*Discuss specific strategies to improve comprehension skills

*During asynchronous independent work time, we will adapt assignments to meet specific needs at the student's academic level

Technology:

*Students will utilize online programs that focus on comprehension and allow them to work at their specific level: Learning A-Z RazKids, Readworks, Epic, iReady

Grade Level/Department/Team: 4th grade

Student Learning Goal: Between November and June, students in the subgroup will increase their reading ability, as measured by an increase in running record level between beginning of year and end of year.

We will measure this Formatively by: small reading groups, reading responses

We will measure this Summatively by: running records, iReady reading progress

Action steps we will take to meet our goal: meet regularly to discuss progress of students
Technology- Zoom, Canvas, iReady reading, epic

Grade Level/Department/Team: 5th Grade

Student Learning Goal: In September, 63% of students did not meet grade level standard in Reading Fluency/IndependentLevel. By May, at least 85% of students will meet standard in Reading Fluency/Independent Level.

We will measure this Formatively by: iReady lessons, exit tickets, homework review, conferencing, small group instruction, whole group instruction.

We will measure this Summatively by: Spring Running Records Assessment.

Action steps we will take to meet our goal: Collaborating with team and learning support, discussing outcomes/data of formative and summative assessments. Focus on fluency practice during whole and small group instruction.

Technology-This is how we will utilize technology to meet our goal: Canvas, Google Apps for Education, Read & Write, Read Works, Epic!, District Digital Libraries, RAZ Kids.

Grade Level/Department/Team: 6th grade

Student Learning Goal:

Students will show improvement in comprehending fiction and nonfiction reading.





We will measure this Formatively by: Continuously monitoring iReady reading practice, have breakout rooms to discuss reading strategy

We will measure this Summatively by: Running Record in the Winter (Jan)

Action steps we will take to meet our goal: taking notes on observations to see that students are verbally discussing reading strategy, participating, teacher listening for correct vocabulary such as, in the text it says, give evidence, I think, I infer, teacher will give feedback during groups and give guidance as needed.

Technology-Zoom and Breakout rooms, Canvas, iReady, Scholastic, Readworks

