

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

**School Name:** Martha Lake Elementary

**Year:** 2016-2017

**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, then our students will be able to read, write, speak and perform grounded in evidence.

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

Compared to 49.5% of tested students meeting standard on the Math portion of the SBA in spring 2016, 54.5% of tested students will meet standard on the Math portion of the SBA in spring 2016.

**Achievement Gap:**

**Measurement/Assessment:** SBA - Math



<i>Student Group</i>	<i>Current % Successful</i>	<i>Goal % Successful</i>
<b>Comparison Group A Martha Lake ELL Students</b>	22.2%	30.1%
<b>Comparison Group B Martha Lake Non-ELL Students</b>	54.1%	58.7%
<b>All Students</b> <small>Click here to enter text.</small>	<b>49.5%</b>	<b>54.5%</b>

**Strategic Direction 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-3<sup>rd</sup> Grade Early Learning
- Graduates Who Are Ready for Life

**Specific Strategic Direction Indicators of Focus:**

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

- **Elementary School Students (Grades 3 – 6)**

**% of ELL students making adequate gains in learning English in grades 1-12 (WELPA/ELP21)**

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

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**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.

**School Demographics:**

Student Demographics		
<b>Enrollment</b>		
October 2015 Student Count		517
May 2016 Student Count		536
<b>Gender (October 2015)</b>		
Male	240	46.4%
Female	277	53.6%
<b>Race/Ethnicity (October 2015)</b>		
Hispanic / Latino of any race(s)	85	16.4%
American Indian / Alaskan Native	3	0.6%
Asian	120	23.2%
Black / African American	38	7.4%
Native Hawaiian / Other Pacific Islander	5	1.0%
White	221	42.7%
Two or More Races	45	8.7%
<b>Special Programs</b>		
Free or Reduced-Price Meals (May 2016)	239	44.6%
Special Education (May 2016)	56	10.4%
Transitional Bilingual (May 2016)	135	25.2%
Migrant (May 2016)	0	0.0%
Section 504 (May 2016)	35	6.5%
Foster Care (May 2016)	N<10	
<b>Other Information (<a href="#">more info</a>)</b>		
Unexcused Absence Rate (2015-16)	328	0.4%

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

Click here to enter text.

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**Review and Analysis of Data:**

*Check all data reviewed and analyzed that determined your Strategic Direction focus area(s) and your school target.*

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

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

79% of our students were Kindergarten ready in Literacy domain of WAKids.
<ul style="list-style-type: none"> <li>• Increase in Hispanic students ELA scores 3-6 from previous year (3rd 10% increase; 4<sup>th</sup> 4% increase; 5<sup>th</sup> 4% increase; 6<sup>th</sup> 22% increase).</li> <li>• 66.2% of 4<sup>th</sup> grade students met standard on SBA/ELA</li> <li>• 88% of 2<sup>nd</sup> graders met standard on Spring math assessment</li> </ul>

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

1. 22.2% of our ELL students (3-6) met standard on Math portion of SBA
2. 30.2% of students qualifying for Special Education met standard on Math portion of SBA
3. 38.7% of students qualifying for Free or Reduced Lunches met standard on Math portion of SBA
4. 31.7% of students in 5 <sup>th</sup> grade met standard on Math portion of SBA

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

<b>X Area of Strength (95% or more participation)</b>	<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: <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? 54%	If less than 60% of Third Grade students met or exceeded, a whole school intensive reading/literacy plan is required. Mark the appropriate box.  <p style="text-align: center;"><b>Plan is required: YES <input checked="" type="checkbox"/> NO <input type="checkbox"/></b></p>				
If a plan is required for your building, add in your Third Grade SBA Claim Report Data (percentages at or near/above standard) below:  <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">Reading: 45% at or near/25% above</td> <td style="width: 50%;">Writing: 40/32%</td> </tr> <tr> <td>Listening: 57/27%</td> <td>Research/Inquiry: 48/17%</td> </tr> </table>		Reading: 45% at or near/25% above	Writing: 40/32%	Listening: 57/27%	Research/Inquiry: 48/17%
Reading: 45% at or near/25% above	Writing: 40/32%				
Listening: 57/27%	Research/Inquiry: 48/17%				

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

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**Continuous Improvement Process**

The continuous improvement of public schools is essential in providing increased student performance and quality results. Innovative, exemplary, and research-based programs, coupled with professional development, focused and aligned resources, and community participation in decision making and planning are essential elements in improving schools.

The improvement process assesses the current reality of a school. It provides space for a school to identify its strengths as well as its opportunities for growth and improvement. The continuous improvement cycle allows for implementation of strategies, activities and assessments, and evaluates the school's progress toward achieving its focus and meeting its goals.

This tool is designed to be a living, breathing document that can be easily accessed, monitored and adjusted and emphasizes continuous growth allowing educators an opportunity to address immediate instructional and management issues by helping define and manage the variety of connections among people, resources, information and data. This process empowers educators and stakeholders to collaborate in order to help schools make data-driven, research-based decisions focused on making an unmistakable impact on how teachers teach and how students learn.

**School Name:** Martha Lake Elementary

**Year:** 2016-17

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

**Student Learning Goal:**

ELL students who scored a 4 or below on the *TS Gold Fall Assessment* in Math will increase their scores to at least a 6 by May 2017. Kindergarten teachers will become effective Plan-Do-Reflect facilitators and engage students in intentional discussions about their learning and thinking during play.

**We will measure this Formatively by:**

- Initial Kindergarten Assessment
- *Math Expressions* Unit Tests
- Quick Quizzes
- Observational data

**We will measure this Summatively by:**

- *TS Gold Spring Assessment*

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

- District Kindergarten Meetings and PLCs
- Grade-level Collaboration
- ELL Teacher Collaboration

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- Intentional focus of math vocabulary during Plan-Do-Reflect
- Student-directed, small-group math stations
- 

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

- Document Camera and Projector
- Spreadsheets created to track progress
- TS Gold Website
- Moby Math for support

**School Name:** Martha Lake Elementary

**Year:** 2016-17

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

**Student Learning Goal:** Between September and May, first grade students will increase their problem solving skills from a baseline of 0 out of 10 answers correct to 7 out of 10 answers correct by using addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, eg., by using objects, drawing, and equations with a symbol for the unknown number to represent the problem.

**We will measure this Formatively by:**

**Student work in math journals, daily workbook pages, unit quick quizzes, and exit tickets. Observational notes and student self-assessments will also be included.**

**We will measure this Summatively by: End of Unit tests and using rubrics on student problem solving activities.**

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**Action steps we will take to meet our goal:** We are using math journals this year in first grade. This will provide evidence as student show their thinking around math. Activities will include vocabulary building, number sense and problem solving. We are using the following interventions for first grade to address our English Language Learners in math: math vocabulary development, math word walls and posters, using the principles from Total Physical Response, pulling small groups and collaborating with Karen Lai. We will met as a team to go over student problem solving activities and assess these according to a teacher created rubric.

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

**Students will use Moby Max computer activities that include story problems.**

**School Name:** Martha Lake Elementary

**Year:** 2016-17

**Grade Level/Department/Team:** 2<sup>nd</sup> Grade - Asha Hamack, Heather Brown, Michelle Hays-Munn, Sarah Marks

**Student Learning Goal:** Students will increase their understanding of word problems from 51% to 71% in math by teaching students the strategy of self-assessment, allowing students to track their own growth.

**We will measure this formatively by:**

- Look at students' journals of their self-assessments
- Look at self-scoring on the rug before students are sent to complete work
- Quick quizzes
- Informal observations

**We will measure this Summative by:**

- Pre and post unit tests (unit 3 problem solving)
- Beginning of year tests

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

- Teach students to: identify signal words, learn vocabulary, break the problem apart, recognize the type of problem, communicate steps, etc. with an emphasis for our ELL students.
- Implement a math journal
- Teaching students the self-assessment scale
- Teaching students to use math journals as a resource

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- Teaching students to be accountable in their learning

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

- Practice story problems on Moby Max

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**Year:** 2016-17

**Grade Level/Department/Team:** 3<sup>rd</sup> Grade

**Student Learning Goal:** Students will be able to effectively solve and communicate their understanding of math problem solving skills

**We will measure this Formatively by:**

- \*Math problem solving communication checklist
- \*Mid problem solving assessment
- \*Vocabulary assessment
- \*Students able to explain why they used a specific operation

**We will measure this Summatively by:**

- \*Pre and Post problem solving assessment

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

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- \*Teaching the students to own and use the Math problem solving communication checklist**
- \*Teach specific math vocabulary to all students with a special emphasis for ELL and LS students**
- \*Highlight, underline and identify key words used to solve the problem**
- \*Problem solving strategies (TIPS, etc)**
- \*Teach students to label their work throughout the problem**
- \*Teach students to clearly state their answer**
- \*Teach the students to be able self-assess their learning**

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

- \*Use of Moby Max**
- \*Khan Academy**
- \*Learn Zillion**

**School Name: Martha Lake Elementary**

**Year: 2016-17**

**Grade Level/Department/Team: 4<sup>th</sup> grade team & ELL Specialist**

**Student Learning Goal: ELL Students will be able to increase their math communication skills using SMART goal setting to focus on specific strategies, math vocabulary and language as they solve 1-2 step math story problems using the four operations.**

(Growth percentage to be determined after assessments)

**We will measure this Formatively by:**



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~Interim Based Assessments

**We will measure this Summatively by:**

~assess the students three times a year (October, February and June) to monitor their progress, using a three, multiple-step problems test which requires a numerical answer and written description of how they solved the problems.

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

~research SMART goal setting strategies with elementary students and share strategies with team,

~create a check list, with students, of the features of good math communication skills,

~teach students how to write math communication goals based on their checklist,

~teach students how to evaluate their work and that of their math partner, using the check list and models,

~review as a team the success of the students in their goal setting and math communication skills, adjust accordingly,

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

~using Google docs to log our meeting discussions/strategies,

~use internet to find/ share resources on goal setting, SMART goal strategies, math communication strategies

~may use Google Forms to help students construct their responses on computers to prepare for upcoming assessments.

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**Year:** 2016-17

**Grade Level/Department/Team:** 5<sup>th</sup> Grade

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**Student Learning Goal:** Students will assess their own work (3d) by tracking their Unit 7 pre-test, quick quizzes, and posttest on a graph. The growth will be shown between the pre and posttest.

**We will measure this Formatively by:** Quick Quizzes, turn and talks, white board activities, exit tickets, small group work.

**We will measure this Summatively by:** We will measure an increase in score between pre-unit/post-unit math assessments.

**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, and post-unit assessment. We will support our ELL students by teaching the math 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:**

MobyMax, TenMarks, GAFE, Prodigy

**School Name:** Martha Lake Elementary

**Year:** 2016-17

**Grade Level/Department/Team:** 6<sup>th</sup> grade team

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

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

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**We will measure this Summatively by:** Pre, Mid, Post Assessment, Unit 3 – Pre, Post Assessment

**Action steps we will take to meet our goal:** The teaching team will meet throughout the year during collaborative time to: create goal setting forms, create reflections for tests/quizzes, create a graph to monitor progress on goals, share resources, examine student work, discuss assessments (especially Unit 3) and decide if more work around fractions is needed, twice a month bring common assessments, and keep student growth records. We will track vocabulary use, teach and have our kids use math vocabulary during reading time, and plan and implement intervention lessons specifically for our ELL students.

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

**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 Staff Love and Logic Training PBIS implementation – Tier I expectations developed and implemented	All year

<i>Learning Opportunities Provided for Staff Specific to the School Target</i>	<i>Description of the Learning Opportunity</i>	<i>Schedule</i>
Whole staff learning opportunities to support the focus and intentionality of this Goal.	Grade level focus on ways to increase student ownership of learning in Domain 3 of Danielson Framework. PBIS staff development as well as Love and Logic training.	All year
Small group, individual, voluntary learning opportunities to support the focus and intentionality of this Goal.	Staff research around best practices in shifting the ownership of learning to students. Literature study Grade level investigation and practice based upon topic.	All year

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

<b>Third Grade OSPI Literacy Expectation</b>		
<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>
<p><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></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use of a coach/coaches</li> <li><input type="checkbox"/> Additional learning time within the School Day</li> <li><input type="checkbox"/> Before and After School Programs</li> <li><input type="checkbox"/> Family Involvement at School (and outside of school)</li> <li><input type="checkbox"/> Targeted Professional Learning</li> <li><input type="checkbox"/> Professional Learning Communities</li> <li><input type="checkbox"/> Tutoring</li> </ul> <p><a href="#">Click here to enter text.</a></p>	<p>All year</p>
<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</p>	<p><a href="#">Click here to enter text.</a></p>
<p><b>Describe your Targeted Family Engagement Plan (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            Curriculum Night            Teacher/Classroom newsletters            Weekly/Biweekly emails from teachers            Correspondence (email and notes) between teacher and families            Teacher Websites</p>	<p>All Year</p>