

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

School Name: Mountlake Terrace Elementary

Year: 2016-2017

**School Theory of Action/Target Area**

**If students cite evidence and justify their thinking through speaking and writing across content areas, We will see gains from our language learners and students with special needs.**

We will do the following to support this focus:

- Striking balance by integrating content areas through intentional curriculum mapping
- Understand and implement Culturally Responsive Teaching and Sheltered Instruction Strategies
- Students will set appropriate goals, then self-assess and monitor their progress
- Integration of technology as a means to acquire knowledge, share, and communicate their learning

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

Compared to 45.8% of tested students meeting standard on the ELA portion of the SBA in spring 2016, 51.2% or more students will meet standard on the ELA portion of the SBA in spring 2017.

**Progress Monitoring:**

- Kindergarten: Classroom-based assessment focused on Plan, Do, Reflect
- 1<sup>st</sup>, 2<sup>nd</sup>: Classroom-based assessment
- 3<sup>rd</sup> – 6<sup>th</sup>: Interim Block Assessment: Reading Literature and Reading Informational Text- 2 times per year, classroom-based assessment

**Achievement Gap:**

- **Measurement/Assessment:** English Language Learners and Students with Special Needs will make progress toward closing achievement gaps on the SBA: English Language Arts

<b>Student Group</b>	<b>Current % Successful</b>	<b>Goal % Successful</b>
<b>Comparison Group A</b> Students in Special Ed.: SBA ELA	5.9%	15.3%
<b>Comparison Group B</b> Students in ELL Program: SBA ELA	30.0%	37.0%
<b>All Students</b> All students: SBA ELA	45.8%	51.2%

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**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:**

- 3<sup>rd</sup>-6<sup>th</sup> grade ELA SBA
- 2nd grade Reading Assessment
- Teaching Strategies Gold- Kindergarten

**School Vision/Mission:**

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

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

**School Demographics:**

- 504: 3.4%
- ELL: 13.6%
- Free and Reduced Lunch: 58.3%
- Special Education: 13.6%

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

Work with Equity Team, families, teachers, librarian to select culturally-inclusive literature from authors of color for school and classroom libraries

Development of a plan to increase family engagement utilizing community input. This may include parent surveys, emails, 1:1 and small group conversations, work with our Community Outreach Coordinator, and discussions within our Equity Team.

School communication with families regarding writing and oral language

Encourage more 2-way communication during parent conferences; share research with teachers beforehand about the amount of time teachers talk vs. allowing parents to give input when setting student goals. This ties in with our goal to implement culturally responsive strategies.

**Review and Analysis of Data:**

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

- State Assessments
- District Assessments
- School Assessments
- Classroom Assessments
- SAT/ACT
- AP/IB/CHS/Tech Prep
- CTE Industry Certification
- Graduation Rate
- Attendance Data
- Other:
- Discipline Data
- Staff Perceptual Data
- Student Perceptual Data
- Parent Perceptual Data

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

<ul style="list-style-type: none"> <li>Significant progress was shown in writing, as demonstrated by SBA Summative Writing Claim: 3<sup>rd</sup>: +25.00%, 4<sup>th</sup>: +3.76%, 5<sup>th</sup>: +6.01%, 6<sup>th</sup>: +8.97%, Average: +10.94%</li> </ul>
<ul style="list-style-type: none"> <li>Significant progress was made in 3<sup>rd</sup> grade in all areas of the SBA: 3<sup>rd</sup> Math SBA: +20.02%, 3<sup>rd</sup> SBA ELA: +18.91%</li> </ul>
<ul style="list-style-type: none"> <li>Cohort analysis shows better than expected growth in the following areas: 3<sup>rd</sup> to 4<sup>th</sup> grade SBA ELA: 12 points of growth above the expected growth of 53 points 4<sup>th</sup> to 5<sup>th</sup> grade SBA ELA: 11 points of growth above the expected growth of 29 points</li> </ul>

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

<ul style="list-style-type: none"> <li>Overall SBA ELA decrease in some grade levels: 5<sup>th</sup> Grade: -0.32%, 6<sup>th</sup> Grade: -11.21%</li> </ul>
<ul style="list-style-type: none"> <li>Overall SBA Math decrease in some grade levels: 4<sup>th</sup> Grade: -5.98%, 6<sup>th</sup> Grade: -11.74%</li> </ul>
<ul style="list-style-type: none"> <li>Cohort analysis shows lower than expected growth in the following areas in Math: 3<sup>rd</sup> to 4<sup>th</sup> grade SBA MATH: 5 points of growth below the expected growth of 44 points 4<sup>th</sup> to 5<sup>th</sup> grade SBA MATH: 26 points of growth below the expected growth of 17 points</li> </ul>

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

<b>€ Area of Strength (95% or more participation)</b> <b>Reading Participation: 96.5%</b> <b>Math Participation: 97%</b>	<b>€ Area of Opportunity (less than 95% participation)</b> <b>n/a</b>
If your participation rate is an <b>area of opportunity</b> , please describe your plan for increasing student participation during the school year: n/a	

**Third Grade OSPI Literacy Expectation:**

What Percentage of Third Graders Met or Exceeded standard on the SBA ELA? 52.8%	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 X NO <input type="checkbox"/></b></p>
If a plan is required for your building, add in your Third Grade SBA Claim Report Data (percentages met) below: Reading: Above Standard: 35.6%; At/Near Standard: 45.31%; Below Standard: 19.08% Writing: Above Standard: 38.90%; At/Near Standard: 45.85%; Below Standard: 15.23% Listening: Above Standard: 30.68%; At/Near Standard: 60.35%; Below Standard: 8.96% Research/Inquiry: Above Standard: 35.60%; At/Near Standard: 48.21%; Below Standard: 16.18%	

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

**School Name:** Mountlake Terrace Elementary

**Year:** 2016-2017

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

**Goal:** We will improve our student's ability to read, write, speak and listen by: conducting a short daily morning meeting and/or closing circle; as well as plan and reflect time during Plan-Do-Reflect. As a team, and with students, we will collaborate and evaluate student "work" (reading, writing, speaking and listening tasks) to set individual goals and help them progress toward that goal.

**We will measure this Formatively by:**

We will use the following assessment approaches: teacher observation, student conferences, and informal assessment of writing folders and/or journals.

**We will measure this Summatively by:**

We will use the following assessment approaches: Teachers College On-Demand writing prompts/assessments, checklists, and On-Demand writing prompts.

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

To meet our goal we will, 1) Meet as a team to set goals 2) Implement the writing curriculum, 3) Implement an hour a day of Plan-Do-Reflect, 4) Progress monitor toward our goal, including at designated MTI meetings, weekly planning meetings, and bi-weekly collaborative meetings.

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

We will utilize the following technologies: Redcat Sound Systems, Classroom projector and document camera, and Seesaw.

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**School Name:** Mountlake Terrace Elementary

**Year:** 2016-2017

**Grade Level/Department/Team:** 1<sup>st</sup> Grade (Aimee Markham, Cathy Daly, Emily Walden)

**Goal:** All students will advance one performance level in their narrative writing from the beginning of the narrative unit to May as measured by On-Demand writing prompts.

**We will measure this Formatively by:**

Formative measures include the On-Demand assessment provided by the Teachers College Materials after each unit of study (Small Moments, Non-Fiction Chapter Books, Writing Reviews, Scenes to Series), weekly dictation phonics/grammar assessments, weekly teacher observation and conference checklists, journals, wavy line assessments, and reviewing student self-assessments.

**We will measure this Summatively by:**

We compare the On-Demand pre-assessments from the Small Moments narrative unit of study that began in September to the May On-Demand post-assessments from the Scenes to Series narrative unit of study and/or a Small Moment narrative On-Demand in the spring.

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

We will follow the Units of Study writing curriculum, meet as a team weekly to plan writing lessons, meet monthly as a team to review student data/growth and adjust lesson accordingly, provide multiple meaningful opportunities for writing throughout the day other than in writing lessons (ex. Little Hawk books, journals, wavy line writing, science journals) and meet with students for conferences. This year we will also experiment with a Walk to Writing model in order to differentiate instruction and meet the skills of students across the whole grade level. These groups will be flexible and based on our monthly meetings to discuss data.

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

In order to reach our team goal we use online resources from the Teachers' College, shared drive documents, document camera sharing of student writing, SeeSaw archives of student work, and Lexia (an online adaptive literacy/phonics skill building program obtained through an internet Donor's Choose grant).

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**School Name:** Mountlake Terrace Elementary

**Year:** 2016-2017

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

**Goal:** We will improve our student's ability to read, write, speak and listen by:

- Work collaboratively, as a team, to deliver individualized reading lessons to meet each child at their instructional level. (Specific Skills Reading Groups)
- Plan writing instruction for a specific audience that emphasizes self-assessments, peer critique, and teacher feedback.
- Facilitate students' deep understanding of language and phonics by focusing on multi-sensory word analysis. (Wired for Reading and McGraw Hill Wonders Phonics)
- Introduce and incorporate technology to show and extend their learning.

**We will measure this Formatively by:**

We will use the following assessment approaches: teacher observation, mini-writing conferences, informal assessment of writing folders, use of whiteboards, Wired for Reading mouth cards/vowel key activities, and anecdotal notes on reading groups during Specific Skills Reading Groups.

**We will measure this Summatively by:**

We will use the following assessment approaches: Fall/Spring 2<sup>nd</sup> Grade State Reading assessment, Benchmark ORR, Writing Units of Study On-Demand writing prompts, Benchmark comprehension strategy assessments and DIBELS Oral Reading Fluency Progress Monitoring.

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

To meet our goals we will, 1) Meet at least twice a month to review student data together as a team and reflect on student growth and challenges 2) Plan reading instruction collaboratively 3) Implement the new Writing Units of Study curriculum.

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

We will utilize the following technologies: Raz Kids, STAR AR reading program, classroom projector and document camera, TumbleBooks, RedCat Sound systems, Scholastic News Online, Edmonds Typing Club, and Moby Max.

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**School Name:** Mountlake Terrace Elementary

**Year:** 2016-2017

**Grade Level/Department/Team:** 3<sup>rd</sup> Grade...Biddle/Tate/Taylor

**Goal:** The third grade team will improve our students' abilities to cite evidence and justify their thinking across content areas through speaking and writing practices.

**We will measure this Formatively by:**

Pre-Unit On-Demand writing assessments, Journal entries, Turn-and-talks. Reading response logs, Science Journals, guided group discussion, math talk (written and verbal), exit tickets, and SBA interim ELA blocks.

**We will measure this Summatively by:**

Post On-demand Writing Assessments, Science Journal entries, Published writing pieces, Math Assessment problem-solving sections.

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

Utilize sentence frames, guided group discussions, turn-and-talks, prewriting storytelling, writing plans, developing strategies for writing topics, incorporating math talk (written and verbal) into daily lessons, Morning Meetings, learning partners, guided groups, student-written goals, and student self-assessment.

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

Integrate curriculum into Google classroom assignments, googledocs, research strategies, and online reading through Scholastic News, Readworks, and/or RazKids, etc.

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**School Name:** Mountlake Terrace Elementary School

**Year:** 2016-17

**Grade Level/Department/Team:** 4<sup>th</sup> Grade; Cristina Massey and Mari Knowles

**Goal:** We will improve our student's ability to acquire knowledge, and to communicate their learning through reading, writing, listening and speaking. We will do this by working collaboratively as a team to plan lessons that are differentiated to meet our students' needs. Our goal is for all of our students to develop their oral language skills and to be able to apply these skills to their writing.

**We will measure this Formatively by:**

Anecdotal note-taking during Socratic Seminar, student self-assessments, peer recording/feedback sheets, student research papers and drafts.

**We will measure this Summatively by:**

For writing, we will use pre-assessments (on-demand writing prompts), post assessments, final drafts of writing, and publishing parties twice yearly, and for Socratic Seminar, we will use rubrics and assessments after every Socratic Seminar to monitor growth across time.

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

Collaborative weekly lesson planning, bi-monthly collaboration to analyze writing score data to reflect and review our progress, daily writer's workshop, scoring work collaboratively to set goals along the way, and planning for our publishing party family connection. We are using Socratic Seminar and Mentor Sentence as our daily practices to reach these goals.

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

We will teach keyboarding skills, use google classroom assignments and google forms for writing, use scholastic news opinion articles for research and opinion writing templates in different formats for writing, Kiddle search engine and other research articles from Time Magazine for Kids, Newsela and other sites that the student will discover when researching their topics. We will also use google docs for final drafts and Zapara to monitor digital citizenship and progress

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**School Name:** Mountlake Terrace Elementary

**Year:** 2016-17

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

**Goal:** Students will cite evidence and justify their thinking through speaking and writing across content areas. We will focus our efforts specifically to support language learners and special needs students.

**We will measure this Formatively by:**

We will use the following assessment approaches: teacher observation, mini-writing conferences, informal assessment of writing, use of whiteboards, anecdotal notes on reading groups during Specific Skills Reading Groups.

**We will measure this Summatively by:**

We will use the following assessment approaches: Benchmark ORR, Writing Units of Study On-Demand writing prompts, Benchmark comprehension strategy assessments and DIBELS Oral Reading Fluency Progress Monitoring.

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

- Striking balance by integrating content areas through intentional curriculum mapping
- Understand and implement Culturally Responsive Teaching and Sheltered Instruction Strategies
- Students will self-assess and set appropriate goals
- Integration of technology as a means to acquire knowledge, share, and communicate their learning

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

We will utilize the following technologies: Classroom projector and document camera, , RedCat Sound systems, Scholastic News Online, Typing Club, Moby Max and (beginning use with) Code.org.

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**School Name:** Mountlake Terrace Elementary      **Year:** 2016-2017

**Grade Level/Department/Team:** 6th grade/general education/ Bauman, Riggin and Ross

**Goal:**

Pre and post on demand writing prompts from units of study for ELL and students with Special Needs.

We will improve our student's ability to write by:

- Working collaboratively as a team to plan writing instruction and accommodations for students who require small group support such as, ELL students, students with special needs and students who require behavior interventions, using the SLOP strategies.
- Plan writing instruction that emphasizes self-assessment and reflection, peer edit and critique and teacher/volunteer conferences.
- Introduce and incorporate technology to show mentor text and visuals, use Google Translate and for students to show their learning.

**We will measure this Formatively by:**

We will use a variety of formative assessments:

- Teacher observation and data collection
- Exit tickets
- Mini writing conferences
- Informal assessment of writing folders
- Student self-assessments using checklists and rubrics.
- Student reflection.
- Student mini on demand writing.

**We will measure this Summatively by:**

We will use a variety of summative assessments:

- Using pre and post on demand writing rubrics.
- Interim Smarter Balanced Assessment scores.
- Final drafts of narrative, informational and persuasive essays in addition to other writing units.

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

In order to meet our goal, the steps we plan to take are:

- Parent input from narrative/argument and informational writing checklist
- Review parent input
- Meet as team during collaboration and doorjamb times to review student data and reflect on student growth or challenges
- Continue using the Lucy Calkins Units of study, along with incorporating writing units in science and social studies
- In Social studies, we will be discussing the background of students in our classrooms. This is to help inspire students to write an informational essay based on a country connected to each individual student or a culture of their own interest.
- In Science, we will be discussing the background of students in our classrooms. This is to help inspire students to research the various scientific contributions from scientists of diverse nations and cultures to write informational papers on scientific contributions from around the world.

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

To increase our uses of technology in the classroom:

- Our team will utilize Google Docs to compose their writing samples and revise work. Students will share documents with peers and teachers in order to more effectively collaborate.
- Students will utilize digital mentor texts and realia in order to better convey class content objectives.
- Students will utilize digital thesaurus' and translation services to better access materials.
- Students will utilize teacher approved online research sources in order to better support their arguments.
- Some students that show a need will utilize speech to text technology in order to better access assignments.
- Teachers will utilize document cameras and projectors to convey information to students.

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**School Name:** Mountlake Terrace Elementary

**Year:** 2016-2017

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

**Goal:** We will improve all of our students' ability to cite evidence and justify their thinking by: 1) Planning instruction that creates opportunities for students to practice justifying and supporting their thoughts verbally and with various means of recording (video evidence, notation, written prose, etc.) 2) Utilize various teaching pedagogies (SIOP, Social Justice training, Culturally Responsive Teaching, etc.) to support our diverse community 3) Collaborate with job alike specialists in the district to support our efforts 4) Incorporate technology into instruction

**We will measure this Formatively by:**

Teacher observation, anecdotal notes

**We will measure this Summatively by:**

Evidence of student growth (end-unit assessments, pre-assessments, ongoing assessments)

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

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

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

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

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**School Name:** Mountlake Terrace Elementary

**Year:** 2016/2017

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

**Goal:** We will improve our student's ability to read, write, speak and listen by: providing para educators with tools and materials to maximize their instructional time. To promote team unity by the adoption of a common language. To increase team awareness of materials that contain stereotypical images and promote prejudice.

**We will measure this Formatively by:**

We will use the following assessment approaches: Exit tickets at para meetings regarding their student group behavior, academic and social skills successes, visuals to remind team of common agreements, teacher observation of para educators during training sessions

**We will measure this Summatively by:**

We will use the following assessment approaches: providing a questionnaire for the students and para educators on student group expectations, and progress monitoring in academic areas (DIBELS reading and math, easy CBM reading and math, Really Great Reading diagnostic tool, Math U See diagnostic tool, Lucy Calkins Rubric for Writing).

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

To meet our goals we will: hold Para Educator meetings every two weeks: giving trainings in instructional models from Teach Like a Champion (e.g. STAR), anti-bias information, data gathering, decision making, and curriculum study.

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

We will utilize the following technologies: Email para educators the nitty gritty news, internet to research best teaching practices in the areas of training, Google docs for keeping track of para educator schedule, IEP Online for IEP access, providing websites where para educators can further their own education

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**School Name:** Mountlake Terrace Elementary

**Year:** 2016/2017

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

**Goal:** We will improve our student's ability to read, write, speak, and listen by: 1) Working collaboratively, as a team, to deliver or monitor individualized or small group reading lessons to meet each child at their instructional level for phonological awareness. 2) Create a student self-monitoring progress graph of individual mastery of phonological awareness skills. 3) Use data to create flexible student groups.

**We will measure this Formatively by:**

We will use the following assessment approaches: teacher observation of students' application of skill during reading, writing, speaking, and listening, PASI progress monitoring of specific skill areas, and anecdotal notes on reading groups during specific skills phonological awareness groups.

**We will measure this Summatively by:**

We will use the following assessment approaches: Fall, Winter, Spring DIBELS Benchmark when appropriate for student, pre and post Fall and Spring PASI Benchmark, pre and post early writing samples from their classroom.

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

1) We will meet at least once a month as a certificated team to review student data and reflect on student growth and challenges. 2) Deepen our knowledge of the PASI assessment and phonological awareness by attending classes, reading, and planning instruction as a team. 3) Implement flexible small groups working on phonological awareness

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

We will input PASI and DIBELS progress monitoring data and share the data with K-2 teachers and paras.

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**School Name:** Mountlake Terrace Elementary

**Year:** 2016-2017

**Grade Level/Department/Team:** ELL

**Goal:** We will improve students' ability to read, write, speak, and listen by:

- Collaboratively meeting with the classroom teacher to evaluate the progress and learning needs of students.
- Providing support for teachers and staff in the use of sheltered instruction strategies.
- Supporting student learning using the English Language Proficiency standards alongside the Common Core State Standards.

**We will measure this Formatively by:**

- Attending parent/teacher conferences to monitor the progress of the student;
- Participate in Multi-Tiered Intervention (MTI) meetings to monitor the academic achievement of students in the general education classroom.
- Progress monitor students by using the Washington English Language Proficiency standards checklist (Draft form).
- Using student data from the Imagine Learning software program (Licenses for 15 students) to monitor speaking, listening, and reading skills.
- Students using checklists to self-assess their writing
- Students utilizing rubrics to assess their speaking, listening, reading, and writing

**We will measure this Summatively by:**

The English Language Learners program will use the following summative assessments:

- District ELL curriculum, *On Our Way to English* unit assessments.
- English Language Proficiency Assessment (ELPA)
- Smarter Balance Assessment (SBA)
- On-Demand writing prompts

These assessments will determine the students' growth and learning for the 2016-2017 school year.

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

- Collaboratively meet with grade levels to discuss students' academic needs.

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- Compare last year's ELPA scores in the four domains (speaking, listening, reading, and writing) to this year's scores to determine student growth; focus will be on comparing Spring 2015 ELPA writing scores with Spring 2016 ELPA writing scores.
- Analyze student data, using ELPA and SBA assessments to determine areas of instruction, such as improving student's writing in the areas of narrative, information, and opinion.

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

The ELL program will utilize the following technologies:

- Imagine Learning for students on levels 1 and 2
- Google Apps for Education (GAfE)
- SeeSaw Portfolio for students in 1<sup>st</sup> and 2<sup>nd</sup> grades
- Google Classroom for assignments
- Online Resources such as:
  - Britannica School
  - eLibrary Search
  - SIRS Discoverer
  - Scholastic News for students in Kindergarten and 1<sup>st</sup> grades
- Online writing materials from the Teachers College Reading and Writing Project
- Interactive Board: SmartBoard
- 9 Chromebooks

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

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

<b><i>Learning Opportunities Provided for Staff Specific to the School Target</i></b>	<b><i>Description of the Learning Opportunity</i></b>	<b><i>Schedule</i></b>
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<p><b>Whole staff learning opportunities to support the focus and intentionality of this Goal.</b></p>	<p>All staff (including classified) have been introduced to the schoolwide goal of expanding our implementation of culturally responsive teaching in order to better serve our diverse population. There is also planned professional development throughout the year to provide teachers with specific strategies to meet the needs of students, such as Sheltered Instruction approaches for English Language Learners.</p>	<p>August 2016 and during bi-monthly staff meetings.</p>
<p><b>Small group, individual, voluntary learning opportunities to support the focus and intentionality of this Goal.</b></p>	<p>The Equity team has the school goal as its focus as well. The team intends to provide resources to staff members who need support with diversity issues. Individual teachers can also request support from the principal and/or assistant principal.</p>	<p>Monthly meetings</p>

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

<p style="text-align: center;"><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></p>		
<p><b>Intensive Reading and Literacy Improvement Plan</b></p>	<p><b>Description of Intervention Practices</b></p>	<p><b>Monitoring Schedule</b></p>
<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>€ Use of a coach/coaches- not available</li> <li>€ Additional learning time within the School Day- Title 1, Special Education, and ELL services incorporated into the school day</li> <li>€ Before and After School Programs- will be incorporated as LAP funds become available</li> <li>€ Family Involvement at School (and outside of school)- see Family Engagement below</li> <li>€ Targeted Professional Learning- SIP-aligned professional learning occurs throughout the year</li> </ul>	<p>Monitored regularly throughout the year</p>

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	<ul style="list-style-type: none"> <li>€ Professional Learning Communities- occur at least two times/month as a part of our Collaboration schedule</li> <li>€ Tutoring- not available</li> </ul>	
	<p>Creating a consistent structure for providing timely assistance to struggling students is an ongoing priority for the Mountlake Terrace staff. Title 1 benchmark assessments in reading and using math unit tests allow staff to measure student achievement against state and district standards. Following benchmark screening assessments in literacy, students are designated as Tier I, II, or III and further diagnostic assessments are given to targeted students to pinpoint specific needs. Plans for providing small group and individual interventions are determined by the end of the third week of school and based on need; students participate in pull-out and/or in-class small group interventions. Group size and duration vary by student need, providing a double dose of instruction during designated intervention blocks. Some students receive short “bursts” of intervention. Others may receive additional support daily through much or all of the year with consistent progress monitoring. Several grade levels use a Walk to Read or a Walk to Intervention model to provide targeted reading instruction, and this has yielded strong results.</p> <p>MTI meetings are held periodically to analyze student progress between benchmark assessments. Student growth is charted on an aim line by learning support staff so teachers have a visual representation of growth. The staff discusses possible adjustments to</p>	

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	<p>interventions when students fail to make expected progress as indicated in progress monitoring.</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>Our Edmonds PreK program is available to all 3-5 year olds in our community at no cost and occurs twice per week. This program incorporates learning for students who would not otherwise attend preschool with education for their caregivers.</p> <p>At the kindergarten level, the WaKIDS assessment is incorporated into our summer Jump Start program offered to all incoming kindergarten students. The result is students who are much more ready for kindergarten on the first day of school and families who begin the year as part of an engaging school community.</p> <p>In addition, we offer free full-day kindergarten to all students.</p> <p>Each spring, school staff attend a district staffing session to gain information on students entering Mountlake Terrace in the fall from the Developmental Kindergarten and Early Childhood Center to insure a smooth transtion for each of the students moving to Mountlake Terrace from those programs.</p> <p>Additionally, grade level teams meet to carefully consider classroom placements for the coming year for each of their students. Academic level and behaviors, learning styles, and special learning needs are all taken into account as teachers work to create well balanced classes with the best possible placement for each child.</p>	<p>Monitored regularly throughout the year</p>

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	<p>To insure a smooth transition to middle school, our 6<sup>th</sup> grade teachers, school counselor and principal work closely with Brier Terrace Middle School staff to assess students for placement in appropriate English and math classes and to insure successful scheduling. The middle school principal and counselors meet with sixth grade students to introduce themselves and provide information for middle school transition. Mountlake Terrace learning support teachers meet with middle school learning support staff to carefully place students in classes and insure that additional support continues seamlessly from elementary to middle school.</p>	
<p><b>Describe your <i>Targeted Family Engagement Plan</i> (specifically K-4) that ensures two way communication between home and school regarding individual student progress, the interventions and strategies being used and strategies for improving the student's reading skills at home.</b></p>	<p>Strategies to increase family engagement include:</p> <ul style="list-style-type: none"> <li>• A goal of 100% participation in fall Parent-Teacher conferences resulting in multiple teacher efforts to: contact every parent; reschedule conferences as needed; and offer telephone conferences as needed.</li> <li>• Increased use of interpreters for school events.</li> <li>• Increased parent communication through our weekly Coffee Newsletter including information about school academic initiatives and academic trends on the spring state assessment..</li> <li>• Family Reading Nights to involve parents in reading with their students and to incorporate research-based approaches to support their children.</li> <li>• More intentional planning of key events such as Open House to attract more families and incorporate greater academic focus.</li> </ul>	<p>Monitored regularly throughout the year</p>

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	<ul style="list-style-type: none"><li>• Natural Leaders Program led by our Family Outreach Coordinator to support and engage diverse families in our community and to provide specific information related to student achievement.</li><li>• Increased invitations for and focus on volunteers in the classroom.</li><li>• Increased parental involvement through delayed start for kindergarten to facilitate family meeting with teachers.</li><li>• Community engagement through our twice-per-week Edmonds PreK Preschool program.</li><li>• Family representation in school leadership teams including Site Council and Equity Teams.</li></ul>	
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