Mountlake Terrace Elementary School Improvement Plan (SIP) 2022-23 Three-Year Plan

Purpose

The Edmonds School Improvement Plan (SIP) tells how our school will achieve *engagement, equity, and excellence* for our students. The plan states goals and why these goals were chosen. Our plan also outlines what staff will do to ensure every student experiences belonging and is able to engage in their best learning. Our three-year School Improvement Plan also includes ongoing student and family engagement, and opportunities to reflect and revise to ensure we are making progress toward our goals.

Current School Year	2022-23
Our School Name	Mountlake Terrace Elementary

Section 1. Our school

A description of our school including but is not limited to student demographics, school staff characteristics, strengths and successes, new opportunities/instructional programs/supports for students, families, and staff.
Mountlake Terrace Elementary (MTE) prides itself on being an inclusive school community. We welcome all that enter our doors, embrace and value differences, and celebrate learning every

day. We offer three special education programs including 1st- 3rd Intensive Support, 4th-6th Intensive Support, and a K-6 Special Education resource room program. We also offer Multi-Language Learning services to close to 100 students school-wide who speak just over 10 different languages. At MTE, we strive to meet the social, emotional, and academic needs of every student. We use Positive Behavior Interventions and Supports (PBIS); a multi-tiered system to support students in social and emotional learning and create a positive learning environment across the school. We have a team that meets regularly to review our systems, analyze data, and collaborate around ways to meet the needs of every student. As a staff, we recognize that institutional racism exists in the educational system. We have a team made up of faculty and family members that are working to learn more about the barriers that exist for historically marginalized groups and how we can uncover and disrupt those barriers to provide equitable access to a high quality education for every student. At MTE, staff, families, and community members have partnered to create enrichment programs that benefit all our students. Over time, we have developed a strong arts program in which students learn art history, elements of art, and study artists from a wide range of cultures. While the program is rooted in the WA State Art Standards, we also recognize the value of art to the social and emotional well-being of our students as well as art as an expression of both cultural and individual identity. There are many other enrichment programs at MTE such as Ukulele Club, a running club, choir, student council, the Rainbow Club, and more. It is our vision that every student can find a club or activity that appeals to them and increases a sense of belonging at our school. We are proud to serve the students and families of MTE and strive to make a difference in the lives of our students and families.

2022-23 Enrollment Data

Group	# of Students	% of Students	Group	# of Students	% of Students
Total Enrollment	415		**Two or More Races**	52	12.5%
American Indian/Alaskan Native	2	0.5%	**English Language Learners**	100	24.1%
Asian	42	10.1%	**Homeless/McKinney-Vento**	24	5.8%
Black/African American	21	5.1%	**Free and Reduced Lunch**	230	55.4%
Hispanic/Latino	139	33.5%	**Section 504**	12	2.9%
Native/Pacific Islanders	2	0.5%	**Special Education**	84	20.2%
White	157	37.8%			

Section 2. Vision and Mission

Our Equity, Engagement, and Excellence (E3 Vision)	**Equity, engagement, and excellence for each and every student.**
Our Mission	**With our students, staff, families, and entire community, we strive to provide high quality teaching and learning to serve ALL students. We strive to disrupt institutional bias based on race, ethnicity, cultural, linguistic background, or circumstances.**

Data and Stakeholder Engagement Summary

E3 Category	Data that we used to tell our story (e.g., assessments, surveys, focus groups, and other data).

Below, see i-Ready Reading Growth reporting based on 2021/22 School Improvement Goals.

Third Grade	Fall	Winter	Spring	Final Diagnostic	% of Students that Made Expected Growth
Mid/Above GL	16%	26%	34%	34%	53%
Early GL	15%	24%	26%	26%	
One GL Below	35%	31%	16%	15%	
2 GL Below	24%	14%	21%	18%	
3 or More GL Below	11%	5%	3%	7%	

Fourth Grade	Fall	Winter	Spring	Final Diagnostic	% of Students that Made Expected Growth
Mid/Above GL	19%	19%	29%	28%	53%
Early GL	9%	20%	12%	13%	
One GL Below	38%	24%	31%	30%	
2 GL Below	6%	6%	6%	7%	
3 or More GL Below	28%	31%	22%	22%	

Fifth Grade	Fall	Winter	Spring	Final Diagnostic	% of Students that Made Expected Growth
Mid/Above GL	6%	4%	21%	20%	58%
Early GL	19%	30%	19%	20%	
One GL Below	34%	28%	21%	24%	
2 GL Below	9%	6%	15%	12%	
3 or More GL Below	32%	32%	25%	25%	

Sixth Grade	Fall	Winter	Spring	Final Diagnostic	% of Students that Made Expected Growth
Mid/Above GL	17%	20%	22%	20%	49%
Early GL	5%	11%	11%	11%	
One GL Below	17%	25%	22%	23%	
2 GL Below	10%	9%	7%	6%	
3 or More GL Below	51%	36%	37%	40%	

Below, see iReady Math Growth reporting based on 2021/22 School Improvement Goals.

Third Grade	Fall	Winter	Spring	Final Diagnostic	% of Students that Made Expected Growth
Mid/Above GL	0%	2%	19%	18%	38%
Early GL	4%	12%	10%	11%	
One GL Below	57%	58%	57%	56%	
2 GL Below	35%	25%	12%	11%	
3 or More GL Below	4%	4%	2%	13%	

Fourth Grade	Fall	Winter	Spring	Final Diagnostic	% of Students that Made Expected Growth
Mid/Above GL	2%	6%	36%	35%	70%
Early GL	2%	26%	17%	17%	
One GL Below	52%	36%	25%	24%	
2 GL Below	26%	16%	9%	11%	
3 or More GL Below	18%	16%	13%	13%	

Fifth Grade	Fall	Winter	Spring	Final Diagnostic	% of Students that Made Expected Growth
Mid/Above GL	2%	12%	24%	24%	76%
Early GL	9%	20%	29%	27%	
One GL Below	43%	30%	20%	20%	
2 GL Below	13%	8%	12%	12%	
3 or More GL Below	34%	30%	14%	18%	

Sixth Grade	Fall	Winter	Spring	Final Diagnostic	% of Students that Made Expected Growth
Mid/Above GL	2%	5%	18%	16%	58%
Early GL	17%	12%	18%	18%	
One GL Below	25%	25%	34%	31%	
2 GL Below	19%	14%	8%	7%	
3 or More GL Below	37%	44%	23%	27%	

Equity
(such as student demographics)
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		All state assessment and district data for students overall and disaggregated by race, ethnicity, ELL/multilingual learners, migrant, homeless, economically disadvantaged, and students with disabilities.
		District data stored on Skyward, Homeroom, and Panorama will also be disaggregated by economically disadvantaged, student mobility, and homeless student groups.
		Staff diversity
		Staff professional development topics, and staff who attended
		Please list other data sources used by your school to develop the SIP e.g., number and diversity of community partnerships, student/family focus groups, equity audit results
		
		● Staff diversity: 15.7% of staff are people of color
		  ○ Data Source: OSPI 20/21 Data on School Report Card
		● 100% of MTE staff engaged in Professional Learning around topics of race and equity during the 2021/22 school year.
		  ○ Data Source: Professional Learning Rosters
		● 54% of MTE staff participated on the Anti-Racist Group or the Equity Team during the 2021/22 school year.
		  ○ Data Source: Team Rosters
		● 67.9% of MTE staff have received SIOP training in the last 10 years.
		  ○ Data Source: Staff Survey
		● We are allocated 1.5 FTE for teachers in the Multilingual Learner program.

Engagement
(such as school culture and climate)
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		Skyward: Student attendance (percent regular attenders),
		Exclusionary discipline (in-school, out-of-school, expulsion, removal to alternative setting due to discipline/behavior by reason, length or suspension/expulsion (or office discipline referral?)
		Panorama student survey data
		Please list other data sources used by your school to develop the SIP e.g., family surveys, family partnership/volunteer opportunities; activities e.g., clubs, advisories, SEL instruction, and other
		
		● 87.7 % of Students have regular attendance
		  ○ Data Source: OSPI 2020/21 School Report Card
		    Remote Learning for Sept of 2020 through March of 2021.
		● <1% Exclusionary Discipline Rate
		  ○ Data Source: OSPI 2019/20 School Report Card
		● 100% of MTE certificated teachers conduct morning meetings and teach lessons from the Second Steps curriculum.
		  ○ Data Source: Interviews conducted during 2021/22 EOY conferences.
		● 81% of students in grades 3-6 reported favorably when responding to Teacher-Student Relationship questions.
		  ○ Data Source: Panorama Spring 2022 Student Survey
		● 64% of students in grades 3-6 reported favorably when responding to Sense of Belonging questions.
		  ○ Data Source: Panorama Spring 2022 Student Survey
		● There were 419 office referrals for behavioral errors in the 2021/22 school year. 41% of the behavioral errors took place on the playground. 79 of

		those referrals were for physical aggression with the next highest type of behavioral error being minor physical contact at 41 instances, and defiance at 39 instances. ○ Data Source: SWIS Suite (PBIS) 2021-22 Data

Instructional Excellence (and student learning)	☐
	
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		Skyward: Enrollment in advanced courses and specialized programs; grade level on-track indicators
		Homeroom: Grades K-12 I-Ready, Grades 1-8 Running records; Grade K-12 Acadience (Dyslexia Screener)
		OSPI state assessments: Grade K: WaKIDS; grades 3-8 and 10: SBA or WA-AIM math and reading; grades 4-8: percentage of students who achieved high learning growth; WIDA (ELPA21)
		OSPI high school graduation rates, drop-out rates
		Classroom walkthrough tool focused on high-leverage Tier 1 core instruction strategies — conferring, small group learning, consistent use of a guaranteed viable curriculum.
		Please list other data sources used by your school to develop the SIP e.g., other formative assessments
		
		   • 65.8% of MTE classroom teachers hold a Master's Degree or Higher; 13.9 Average Years of Experience
		      ○ Data Source: OSPI 2020/21 School Report Card
		   • 2018-19: Pre-Pandemic:
		      ○ 49.6 % of 3rd-6th grade MTE students achieved at standard on Spring 2018/19 SBA ELA assessment.
		         ■ 19.4% of Multilingual Learners achieved standard on Spring SBA ELA assessment
		         ■ 12.5% of Students with Disabilities achieved at standard on Spring 2018/19 SBA ELA assessment.
		   • 2021-22: Post-Pandemic
		      ○ 35.7% of 3rd-6th grade MTE students achieved at standard on Spring 2021-22 SBA ELA assessment.
		         ■ 9.3% of Multilingual Learners achieved at standard on the Spring SBA ELA assessment.
		         ■ 9.4% of Students with Disabilities achieved at standard on Spring 2021/22 SBA ELA assessment.
		   • 2018-19: Pre-Pandemic
		      ○ 49.0% of 3rd-6th grade MTE students achieved at standard on the Spring 2018-19 SBA Math assessment.
		         ■ 19.4 % of Multilingual Learners achieved at standard on the Spring 2018/19 SBA Math assessment.
		         ■ 12.5% of the Students with Disabilities achieved at standard on the Spring 2018/19 SBA Math assessment.
		   • 2020/21: Post-Pandemic
		      ○ 24.6% of 3rd-6th grade MTE students achieved at standard on the Spring 2020-21 SBA Math assessment.
		         ■ <9% of Multilingual Learners achieved at standard on the Spring 2020/21 SBA Math assessment.
		         ■ 9.8% of Students with Disabilities achieved at standard on the Spring 2020/21 SBA Math assessment.

2022/23 Baseline Data for K-6 Reading and Math
- Teachers College Running Records K-2
- Teachers College Running Records 3-6
- i-Ready Reading K-6 Spring 2021: 35% scored Early On or Mid/Above grade level.
- i-Ready Reading K-6 Spring 2022: 50% scored Early On or Mid/Above grade level.
- i-Ready Math K-6 Spring 2021: 37% scored Early On or Mid/Above grade level.
- i-Ready Math K-6 Spring 2022: 47% scored Early On or Mid/Above grade level.
- i-Ready Reading Growth from Fall 2021 to Spring 2022 is 29% more students that scored Early On or Mid/Above grade level.
- i-Ready Math Growth from Fall 2021 to Spring 2022 is 38% more students that scored Early On or Mid/Above grade level.
- 2021-22 SBA 3rd-6th grade

Reflection questions

Based on the data summary above, what strengths and specific needs were identified to inform the SIP for all students and for specific student groups? How were disparities in student outcomes examined and brought forward in planning?

Based on the data summary above, it is clear that staff at MTE are committed to creating a safe and inclusive school community. The staff brings a level of expertise to the classroom that is focused on building strong relationships and classroom community through implementation of PBIS, morning meetings, and social emotional learning. We are working together as a staff to continue to create a unified focus on school expectations. This is an area that we will continue to work on as we believe that student achievement is directly impacted by student/teacher relationships and sense of belonging.

Based on the data summary above, it is clear that we have continued opportunities for growth in the areas of Reading and Math. Approximately 27% (down from 42% in Fall of 2021) of MTE students in grades 3-6 scored one grade level below in Reading. Approximately 36% (down from 49% in Fall of 2021) of MTE students in grades 3-6 scored one grade level below in Math. Although we are excited to build on this positive trend, we know that we have work to do. We are hopeful that the lifting of pandemic restrictions will help us in differentiating to provide small-group targeted instruction to meet assessed student needs.

How were stakeholders engaged (e.g., families, students, educators) in an ongoing way, to help create, support, and monitor our SIP?

The teachers at MTE collect and monitor student data that informs our School Improvement Plan. Our Instructional Leadership Team has done, and will continue to, analyze data to get us to our reading and math goal. This team was actively involved in planning for strategies to improve data literacy and planning for how to implement small group instruction. This team also planned for the

professional development necessary for us to reach our goals. Families and students were engaged in the following ways:

- Family/Principal Connection Meetings (monthly for both English and Spanish speaking families)
- Family representation on our Equity team (monthly meetings)
- PTO (involvement and input opportunity at monthly meetings)
- Survey input opportunities (family and student input regarding a sense of belonging and relationships.)
- Student focus group met three times throughout the year.

Based on the above data sources, what potential causal factors i.e., what is happening or not happening in our school that is causing the current results?

The data shows that while achievement gaps continue to exist, we are making progress toward all of our students learning at standard. We have dedicated time to collaboration around data analysis, researching evidence-based practices, and monitoring student progress closely throughout the year through multiple measures of success. There is significant work started in early literacy interventions here at MTE which will better prepare our students for the more rigorous demands of intermediate grade reading in all content areas. We have recently been allocated an additional .5 FTE for our Multilingual program which will allow for more time to serve learners that fall into this category. We have not developed a plan for addressing the gaps for our Learners with Disabilities. Clearly, this is an area where we have much work to do for students that fall into this category.

What goals will our school focus on this school year and why?

We will develop our E3 MTSS systems for both SEL and academic learning in following areas:
1) Focusing on the use of data and targeted interventions in small group instruction for reading K-6.
2) Focusing on the use of data and targeted interventions in small group instruction for math K-6.
3) Building strong relationships with students and families and continuing to create a culturally responsive and equitable school environment to increase sense of belonging, safety, and student achievement.

By collectively putting our efforts into these three areas, Mountlake Terrace Elementary will effectively change the narrative that our current data now tells. Our staff, students, families, and community will have confidence that at Mountlake Terrace Elementary every student has an equitable opportunity to achieve at high levels regardless of ethnicity, language, ability, or economic status.

Section 3. School Improvement Plan (SIP)

This section describes what our staff will do, what students will achieve, and how we will measure progress. Engagement and instructional excellence goals should incorporate equity, inclusion, and access for all students and student groups.

- *K-8 schools have a literacy goal, a math goal, and an engagement goal.*
- *High schools have an on-time graduation rate goal, an on-track for graduation goal, and an engagement goal.*

SIP Goal 1:

All students in 4th, 5th, and 6th grades at Mountlake Terrace who do not meet standard in Reading on the fall 2021 SBA and running records will achieve their "expected growth" goal each year for three years on the i-Ready Reading Diagnostic.

Theory of action

If we focus as a staff on increasing our data literacy and implementing high-leverage small-group instruction, then students will receive more differentiated literacy instruction in order to be able to read at grade-level standard.

How will we get the work done?

Strategies we will complete this year	Person or team responsible
Strategy 1: Increase data literacy amongst staff, working regularly in collaborative data teams to analyze data and inform instruction.	Principal and certificated staff.
Strategy 2: As a staff, study best practices for small group instruction K-6 to implement in response to the data analysis.	Principal and certificated staff.
Strategy 3: Students in grades 4-6 will engage in two lessons of i-Ready reading practice each week.	Principal and certificated staff.

How will we know that the strategy is working?

Strategy 1: Increase data literacy amongst staff, working regularly in collaborative data teams to analyze data and inform instruction.

What is your action plan? How will the plan achieve mid-year and end-of-year goals for equitable student outcomes (e.g., reduce disproportionality based on race, ethnicity, ELL/multilingual learners, homeless, economically disadvantaged, students with disabilities, highly capable, and/or other student groups)?		
Mid-year Reflect and Revise plan	*What does this look like in action?* ● Teachers meet in grade-level teams at a minimum of once a month to review data and plan for small group targeted instruction. ● Principal utilizes learning walk tools to see evidence in classrooms and provide feedback. ● Small groups formed for Tier I and Tier II (Title/LAP, SpEd) and evidence of fluidity using student data. ● Instructional Leadership Team reviews data throughout the year and gives input on necessary supports.	*What evidence or data will we review? (e.g., implementation and/or outcome data)* i-Ready Reading Diagnostic Curriculum Embedded Assessments Running Records Learning walk tool data
End-of-year Reflect and Revise plan	*What does this look like in action?* ● Review schoolwide and grade-level data to celebrate growth. ● Reflect on strengths and areas of needed improvement with the strategies implemented. ● Plan forward for action steps for the 23/24 school-year.	*What evidence or data will we review? (e.g., implementation and/or outcome data)* i-Ready Reading Diagnostic Curriculum Embedded Assessments Running Records Learning walk tool data

How will we know that the strategy is working?
Strategy 2: As a staff, study best practices for small group instruction K-6 to implement in response to the data analysis.

	What is your action plan? How will the plan achieve mid-year and end-of-year goals for equitable student outcomes (e.g., reduce disproportionality based on race, ethnicity, ELL/multilingual learners, homeless, economically disadvantaged, students with disabilities, highly capable, and/or other student groups)?	
Mid-year Reflect and Revise plan	*What does this look like in action?* ● Teachers meet monthly in grade level teams to analyze data and place students in small groups based on assessed need. ● Teachers research and use evidence-based instructional materials and strategies for small-group instruction. ● First and second grade teachers work with the Title I team and 95% group consultant to analyze data and place students in groups for WIN time intervention block. ● First and second grade teachers use 95% materials for WIN time intervention block.	*What evidence or data will we review? (e.g., implementation and/or outcome data)* i-Ready Reading Diagnostic Curriculum Embedded Assessments Acadience Running Records Learning walk tool data
End-of-year Reflect and Revise plan	*What does this look like in action?* ● Review schoolwide and grade-level data to celebrate growth. ● Reflect on strengths and areas of needed improvement with the strategies implemented. ● Plan forward for action steps for the 23/24 school year.	*What evidence or data will we review? (e.g., implementation and/or outcome data)* i-Ready Reading Diagnostic Curriculum Embedded Assessments Acadience Running Records Learning walk tool data

How will we know that the strategy is working?
Strategy 3: Students in grades 4-6 will engage in two lessons (totaling 40 minutes) of i-Ready reading practice each week.

What is your action plan? How will the plan achieve mid-year and end-of-year goals for equitable student outcomes *(e.g., reduce disproportionality based on race, ethnicity, ELL/multilingual learners, homeless, economically disadvantaged, students with disabilities, highly capable, and/or other student groups)?*		
Mid-year Reflect and Revise plan	*What does this look like in action?* ● Teachers monitor iReady participation data weekly. ● Teachers meet with students and confer with them to set lesson goals. ● i-Ready PD ● Meeting with family groups to share the importance of i-Ready practice.	*What evidence or data will we review? (e.g., implementation and/or outcome data)* i-Ready Reading Lesson Participation Data
End-of-year Reflect and Revise plan	*What does this look like in action?* ● Review schoolwide and grade-level data to celebrate growth. ● Reflect on strengths and areas of needed improvement with the strategies implemented. ● Plan forward for action steps for the 23/24 school year.	*What evidence or data will we review? (e.g., implementation and/or outcome data)* i-Ready Reading Lesson Participation Data i-Ready Reading Diagnostic Data

SIP Goal 2:
All students in 4th, 5th, and 6th grades at Mountlake Terrace who do not meet standard in math on the fall 2021 SBA and on the i-Ready Math Diagnostic will achieve their "expected growth" goal each year for three years on the i-Ready Math Diagnostic.

Theory of action

If we focus as a staff on increasing our data literacy and implementing high-leverage small group instruction,then students will receive more differentiated mathematics instruction in order to be able to achieve at grade-level standard.

How will we get the work done?	
Strategies we will complete this year	Person or team responsible
Strategy 1: Increase data literacy amongst staff, working regularly in collaborative data teams to analyze data and inform instruction.	Principal and certificated staff.
Strategy 2: Teachers meet in grade-level teams once a month to review data and determine next steps for instruction.	Principal and certificated staff.
Strategy 3: Students engage in two lessons (totaling 40 minutes) of iReady math practice each week	Principal and certificated staff.

How will we know that the strategy is working?

Strategy 1: Increase data literacy amongst staff, working regularly in collaborative data teams to analyze data and inform instruction. Teachers meet in grade-level teams once a month to review data and determine next steps for instruction.

What is your action plan? How will the plan achieve mid-year and end-of-year goals for equitable student outcomes (e.g., reduce disproportionality based on race, ethnicity, ELL/multilingual learners, homeless, economically disadvantaged, students with disabilities, highly capable, and/or other student groups)?

Mid-year Reflect and Revise plan	*What does this look like in action?*	*What evidence or data will we review? (e.g., implementation and/or outcome data)*
	● Teachers meet in grade-level teams once a month to review data and determine next steps for instruction. ● i-Ready PD ● SIOP PD ● Administer all assessments using the district assessment calendar	i-Ready Math Diagnostic Curriculum Embedded Assessments Learning walk tool data SBA

End-of-year Reflect and Revise plan	What does this look like in action? ● Review schoolwide and grade-level data to celebrate growth. ● Reflect on strengths and areas of needed improvement with the strategies implemented. ● Plan forward for action steps for the 23/24 school year.	What evidence or data will we review? (e.g., implementation and/or outcome data) i-Ready Math Diagnostic Curriculum Embedded Assessments Learning walk tool data SBA

How will we know that the strategy is working?
Strategy 2: As a staff, study best practices in running small groups K-6 to implement in response to the data analysis.
***What is your action plan? How will the plan achieve mid-year and end-of-year goals for equitable student outcomes** (e.g., reduce disproportionality based on race, ethnicity, ELL/multilingual learners, homeless, economically disadvantaged, students with disabilities, highly capable, and/or other student groups)?*

Mid-year Reflect and Revise plan	What does this look like in action? ● Teachers meet monthly in grade level teams to analyze data and place students in small groups based on assessed need. ● Teachers research and use evidence-based instructional materials and strategies for small-group instruction. ● Special Education and Multilingual teachers collaborate with teachers to plan and deliver small group instruction.	What evidence or data will we review? (e.g., implementation and/or outcome data) i-Ready Math Diagnostic Curriculum Embedded Assessments Learning walk tool data SBA
End-of-year Reflect and Revise plan	What does this look like in action? ● Review schoolwide and grade-level data to celebrate growth.	What evidence or data will we review? (e.g., implementation and/or outcome data) i-Ready Math Diagnostic

	● Reflect on strengths and areas of needed improvement with the strategies implemented. ● Plan forward for action steps for the 23/24 school year.	Curriculum Embedded Assessments Learning walk tool data SBA

How will we know that the strategy is working?

Strategy 3: Students engage in two lessons (totaling 40 minutes) of i-Ready math practice each week.

What is your action plan? How will the plan achieve mid-year and end-of-year goals for equitable student outcomes (e.g., reduce disproportionality based on race, ethnicity, ELL/multilingual learners, homeless, economically disadvantaged, students with disabilities, highly capable, and/or other student groups)?		
Mid-year Reflect and Revise plan	*What does this look like in action?* ● Teachers monitor i-Ready participation data weekly. ● Teachers meet with students and confer with them to set lesson goals. ● i-Ready PD ● Meeting with family groups to share the importance of iReady practice.	*What evidence or data will we review? (e.g., implementation and/or outcome data)* i-Ready Math Lesson Participation Data
End-of-year Reflect and Revise plan	*What does this look like in action?* ● Review schoolwide and grade-level data to celebrate growth. ● Reflect on strengths and areas of needed improvement with the strategies implemented. ● Plan forward for action steps for the 23/24 school year.	*What evidence or data will we review? (e.g., implementation and/or outcome data)* i-Ready Math Diagnostic Curriculum Embedded Assessments Learning walk tool data SBA

SIP Goal 3:

All students in 4th, 5th, and 6th grades will report a growth of 5% per year for the next three years in sense of belonging to Mountlake Terrace Elementary, using Panorama data and other qualitative data such as school surveys, at the end of each year for three years.

Theory of action

If we intentionally focus on creating a welcoming, inclusive environment that prioritizes students' sense of belonging, then we will have decreased instances of bullying, intimidation, and fighting among our student population and increased engagement.

How will we get the work done?

Strategies we will complete this year	Person or team responsible
Strategy 1: Increase data literacy of students' self-reported sense of belonging data as a staff	Principal and certificated staff
Strategy 2: Implement positive behavioral supports and social-emotional learning strategies K-6	PBIS team, all staff, principal.

How will we know that the strategy is working?

Strategy 1: Increase data literacy of students' self-reported sense of belonging data as a staff

What is your action plan? How will the plan achieve mid-year and end-of-year goals for equitable student outcomes (e.g., reduce disproportionality based on race, ethnicity, ELL/multilingual learners, homeless, economically disadvantaged, students with disabilities, highly capable, and/or other student groups)?

Mid-year Reflect and	What does this look like in action?	What evidence or data will we review? (e.g., implementation and/or outcome data)

Revise plan	- PBIS and Equity teams analyze SWIS data monthly for trends in place, time of day, and type of behavioral error. - Staff review 2021-22 Panorama data in order to plan for strategies to increase sense of belonging. - Student Advisory group to meet with the principal monthly to give input around culture and climate (data collection). - Sound Solutions consultant to visit school throughout the year and take data on areas and times where behavioral errors occur.	- Panorama data - Anecdotal data from staff - Student advisory data - Anecdotal data from families - MTE Family Survey (Panorama)
End-of-year Reflect and Revise plan	*What does this look like in action?* - Review schoolwide and grade-level data to celebrate growth. - Reflect on strengths and areas of needed improvement with the strategies implemented. - Plan forward for action steps for the 23/24 school year.	*What evidence or data will we review? (e.g., implementation and/or outcome data)* Principal, all staff, students, families

How will we know that the strategy is working?
Strategy 2: Implement positive behavioral supports and social-emotional learning strategies K-6
What is your action plan? How will the plan achieve mid-year and end-of-year goals for equitable student outcomes *(e.g., reduce disproportionality based on race, ethnicity, ELL/multilingual learners, homeless, economically disadvantaged, students with disabilities, highly capable, and/or other student groups)?*

Mid-year Reflect and Revise plan	*What does this look like in action?*	*What evidence or data will we review? (e.g., implementation and/or outcome data)*
	● Certificated staff attend district training on SIOP practices. ● Expand our school library to include a collection of Spanish books. ● PBIS, Equity, and Instructional Leadership teams to plan for school events that welcome families into our school. ● Continue to implement CRT practices ● Continue to implement Second Steps curriculum including morning meetings school wide. ● Implement Second Steps supplemental unit on Bullying (purchased Spring of 2022.) ● School and PBIS team work with Sound Solutions consultancy group to establish Tier I expected behaviors and systems for reinforcing the behaviors and reteaching when there is a behavioral error.	● Staff self-reporting on implementation of Second Steps. ● Sign in rosters for SIOP PD. ● Library collection and check-out data. ● SWIS Data ● Panorama Student Survey ● Panorama Family Survey
End-of-year Reflect and Revise plan	*What does this look like in action?*	*What evidence or data will we review? (e.g., implementation and/or outcome data)*
	● Review schoolwide and grade-level data to celebrate growth. ● Reflect on strengths and areas of needed improvement with the strategies implemented. ● Plan forward for action steps for the 23/24 school year.	● SWIS Data ● Library collection and check-out data. ● Panorama Student Survey ● Panorama Family Survey

Section 4. Who helped/will help co-design our School Improvement Plan?

Name:	Role:
Maria Losee	**Principal**
Mari Knowles	**Fourth Grade Teacher**
Tracy Boradori	**Title I Teacher**
Callie Olson	**Kindergarten Teacher**
Rachel Billet	**Second Grade Teacher**
Erin Graham	**Family Member**
Nicole Harreld	**Music Teacher**
TBD	**Family Member**

Links to supporting documents
- [2021-26 Edmonds Strategic plan](#)
- [2022-23 Reflect and Revise Summary](#)