



# Edmonds School Improvement Plan (SIP)

## 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	2022-2023
Our School Name	Chase Lake Community School

## Section 1. Our school

**A description of our school includes but is not limited to student demographics, school staff characteristics, strengths and successes, new opportunities/instructional programs/supports for students, families, and staff.**

At Chase Lake, we stand on the foundation of all means all. We take immense pride in our diverse and inclusive school community and in welcoming our students every day by accepting who they are while holding high expectations for their growth. Programs such as our Consolidated Health Services, Intensive Support, and Resource give all Chase Lake students a unique opportunity to interact with a multitude of differences each day and find connections and community in all settings. Furthermore, with 19 different languages and close to 80 multilingual learners, we strive to make sure all students have a strong sense of belonging. Events and programs such as our annual Math Madness, Family Reading Night, and ML/Title Night exemplify our spirit of bringing in all families in partnership. Students learn that as Chase Lake Dolphins, we have a responsibility to our community. Our garden is a perfect example of this. Students tend to it all year long and explore how it changes throughout the year, similar to

their own personal stories of growth. Student achievement and a growth mindset are central to our work every day. Students engage in Responsive Classrooms practices such as Morning Meeting and Closing Circles building strong classroom units. We employ restorative practices to mediate and repair harm so students can get back to the task of learning. Chase Lake is a place where “We take care of ourselves, We take care of the others, and We take care of this place” for our belief that if we can do that, then students will have all the tools they need to learn and reach their academic and personal potential.

### **2021-2022 School Demographics**

<b>Group</b>	<b>% of Students</b>	<b>Group</b>	<b>% of Students</b>
<b>Enrollment</b>	<b>351</b>	<b>Free/Reduced Meals</b>	<b>57.3%</b>
<b>Hispanic/Latino</b>	<b>29.1%</b>	<b>English Language Learners</b>	<b>21.7%</b>
<b>Black/African American</b>	<b>11.4%</b>	<b>Homeless/ McKinney- Vento</b>	<b>2.8%</b>
<b>Two or More Races</b>	<b>15.1%</b>	<b>Section 504</b>	<b>5.4%</b>
<b>American Indian/Alaskan Native</b>	<b>0.2%</b>	<b>Students with Disabilities</b>	<b>20.2%</b>
<b>Native Hawaiian/Other Pacific Islander</b>	<b>2.8%</b>	<b>Student Mobility</b>	<b>2.6%</b>
<b>White</b>	<b>35.9%</b>	<b>Languages</b>	<b>19</b>
<b>Asian</b>	<b>5.7%</b>		

## Section 2. Vision and Mission

<b>Our Equity, Engagement, and Excellence (E3 Vision)</b>	Equity, engagement, and excellence for each and every student.
<b>Our Mission</b>	Our mission is to advocate for each and every student by providing learning environments that embrace their cultural and linguistic diversity as an asset that will prepare them for success as lifelong learners and responsible world citizens.

### Data and Stakeholder Engagement Summary

<b>E3 Category</b>	Data that we used to tell our story (e.g., assessments, surveys, focus groups, and other data).	
<b>Equity</b> (such as student demographics)	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<i>All state assessment and district data for students overall and disaggregated by race, ethnicity, ML/multilingual learners, migrant, homeless, economically disadvantaged, and students with disabilities.</i> <i>District data stored on Skyward, Homeroom, and Panorama will also be disaggregated by economically disadvantaged, student mobility, and homeless student groups</i> <i>Equity perception survey and the Continuum of Becoming an Anti-Racist Multicultural Institution Rubric results</i>
<b>Engagement</b> (such as school culture and climate)	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<i>Skyward: Student attendance (percent regular attenders),</i> <i>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?))</i> <i>Panorama student survey data</i> <i>Attendance Data Tracker 2020-21 and our Family Advisory Team</i>
<b>Instructional Excellence</b> (and student learning)	<input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<i>Skyward: Enrollment in advanced courses and specialized programs; grade level on-track indicators</i> <i>Homeroom: Grades K-12 i-Ready, Grades 1-8 Running records; Grade K-12 Acadience (Dyslexia Screener)</i> <i>OSPI state assessments: Grade K: WaKIDS; grades 3-8 and 10: SBA or WA-AIM math and reading; grades 4-8: percentage of students</i>



who achieved high learning growth; WIDA (ELPA21)  
OSPI high school graduation rates, drop-out rates  
20-21 CL SIP Data Tracker; PASI/PSI; WaKIDS;  
CL Multilingual/Literacy Survey 2020-21

## 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?**

Data from the equity perception survey illustrates a high percentage of the Chase Lake staff see the value in working for equitable outcomes and disrupting harmful school practices and want more time for collaboration, deeper conversations, tools and resources, and ways to hold each other accountable.

After unpacking the Panorama data, it was clear that many of our students have positive feelings about the support they receive for managing challenging emotions or difficult interactions with peers.

A high percentage (80%) of the Chase Lake teaching staff have a good understanding of the second language acquisition stages (Pre-production, Early Production, Speech Emergent, Intermediate Fluency, & Advance Fluency). Additional data from the survey of ML practices shows that teachers are supporting students who are multilingual learners, by intentionally using effective strategies daily or weekly (building background, emphasizing key vocabulary, using sentence stems, graphics, and photos, providing sufficient wait time for student responses...).

Specific needs demonstrated in the Equity Perception Survey include defining and identifying how oppression and racism manifest at Chase Lake and finding specific ways to move antiracist, equitable work into our classrooms. An opportunity for growth extrapolated from the Panorama data is related to our students having positive feelings and supportive relationships. Given this data, we feel that with an increase in students' opportunities for supportive relationships, there will also be an increase in the rate of positive feelings and belonging. Regarding instruction and learning, an area of need is aligning instruction, assessment, and intervention across the K-6 system through a tiered system of MTSS.

Analysis of end of the year data from 2020-21 shows students are struggling in reading, specifically in the area of phonological awareness. Furthermore, a high percentage of our students, who are multilingual learners, are not making sufficient academic progress throughout their K-6 experience at Chase Lake. In addition, longitudinal data over consecutive years shows our students need focused instruction and intervention in the area of mathematics, specifically in the area of number sense.

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

Moving forward the School Improvement Plan will be shared, analyzed, and revised/edited with our Family Advisory Team and our PTSA Team. All Chase Lake families will be invited to a Zoom session with school leadership to review the school improvement plan and provide feedback. A key component of our work is to keep the SIP as a living document that is returned to frequently

and reflects our current reality as a school community. There will be ongoing opportunities for dialog with our leadership team, equity team, family advisory team, and family focus groups for progress monitoring and revising the school improvement plan. All stakeholders at Chase Lake, including students, families, certificated, classified, office staff, custodians, food services, and community partners will engage in supporting our work to accomplish the goals of the school improvement plan.

**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?**

Data reveals most students show growth across multiple assessments, however, a high percentage of students are still achieving below benchmark or standard. Possible causal factors include significant barriers/impacts from the pandemic directly affecting instruction, access, and student learning.

The collective ongoing trauma experienced by our entire school community manifested significant interruptions to teaching and learning during the school closure. The pandemic amplified inequities across our school system and disproportionately affected our most vulnerable families. Regarding instruction and learning, an area of need is aligning instruction, assessment, and intervention across the K-6 system through a tiered system of MTSS.

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

- Continue to center our work in equity to become an antiracist school
- Strengthen student foundational reading skills based on the Science of Reading
- Improve our vocabulary instruction for multilingual learners
- Develop students' number sense through the use of best practice in mathematics instruction
- Through supportive relationships, strengthen our sense of belonging and community for all stakeholders.
- Provide students with tools to identify and manage their emotions
- Continue to develop our three-tiered system of support and intervention in academics and social-emotional learning

## 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.

**SIP Goal 1:**

**Every student will demonstrate growth in foundational reading skills (Phonological Awareness, Phonics, and word recognition) from Fall 2022 to Spring 2023, as measured by the i-Ready Reading diagnostic from a baseline of 50% at grade level to a target of 55% at grade level and the Phonics Screener for Intervention (PSI) from a baseline of 64% at grade level to a target of 67% at grade level.**

### ***Theory of action***

If we, as the Chase Lake learning community, enhance our knowledge of the science of reading to strengthen our instruction, assessment, and intervention strategies in literacy, then our students will become stronger, independent, life-long readers.

### ***How will we get the work done?***

Strategies we will complete this year	Person or team responsible
Strategy 1: Phonological Awareness/Phonics K-6	Title Team/Classroom Teachers

### **How will we know that the strategy is working?**

Strategy 1: Phonological awareness/Phonics in all K-6 classrooms five days a week; Evidence of effectiveness reflected in all students showing improved accuracy in reading and spelling

***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, ML/multilingual learners, homeless, economically disadvantaged, students with disabilities, highly capable, and/or other student groups)?***

<b><i>Mid-year Reflect and Revise plan</i></b>	<b><i>What does this look like in action?</i></b>	<b><i>What evidence or data will we review?</i></b>
	<p>Universal Screening Tools/Diagnostic Data Collection:</p> <ul style="list-style-type: none"><li>● Identify students who need extra support(s)</li><li>● Investigate the specific needs of students identified as needing extra support(s)</li><li>● Title team will meet with grade level teams to review data and discuss students' progress.</li></ul> <p>Classroom Practices:</p> <ul style="list-style-type: none"><li>● Phonological awareness warm-ups and activities throughout the day</li><li>● Opportunities for orthographic mapping practiced</li><li>● Focused learning on foundational literacy concepts</li></ul>	<p>What evidence or data will we review?</p> <ul style="list-style-type: none"><li>● K-3 Acadience and 95% diagnostics</li><li>● 4-6th 95% diagnostics</li><li>● 1-6th i-Ready</li><li>● End of Unit Test in 95% core phonics</li><li>● Acadience</li><li>● 95% diagnostic progress monitoring</li></ul>

	<p><b>Formative Assessment:</b> To inform current instruction so teachers can adjust teaching and provide actionable feedback</p> <p><b>Progress Monitoring:</b> monitor the progress of specific students who have been identified as needing extra support(s)</p> <p><b>Professional Development</b> Sustained ongoing professional development focused on implementing best practices in foundational reading skills</p> <p><b>PLCs</b> Collaborative time into our staff meeting schedule. This time will be facilitated by a teacher leader (Title, Resource, ML) and the team will follow a specific protocol for looking at data and making adjustments to instructional practice and student groupings (MTSS).</p> <p><b>Family Engagement:</b> Family focus groups; two-way communication with teachers; information in school newsletter</p>	<ul style="list-style-type: none"> <li>• Agendas from professional learning time</li> <li>• PLC protocols completed by teaching teams</li> <li>• Survey families who participated in focus groups</li> </ul>
<i>End-of-year Reflect and Revise plan</i>	<p><i>What does this look like in action?</i></p> <p>Summative and Benchmark Assessments: To verify learning has occurred</p>	<p><i>What evidence or data will we review?</i></p> <p>Summative data from end-of-unit assessments</p>

## **SIP Goal 2:**

**All students will demonstrate growth in mathematical number sense skills from Fall 2022 to Spring 2023, as measured by the i-Ready Mathematics Diagnostic from a baseline of 36% at grade level to a target of 40% at grade level.**

### ***Theory of action***

If we, the Chase Lake learning community, use high-quality mathematics instruction which is grounded in the use of evidence-based methods and implemented with fidelity, then students will be fluent and flexible with numbers and operations (number sense) within rich mathematical tasks.



### ***How will we get the work done?***

Strategies we will complete this year	Person or team responsible
<p>Strategy 1: Number Talks: An instructional routine where students feel encouraged to share their thinking. Used to promote number fluency and develop a conceptual understanding of numbers and operations. Students have opportunities to share their thinking and learn from other students. Teachers listen to and represent student thinking. Number talks develop number sense and help students see the flexible and conceptual nature of mathematics (Boaler, 2015).</p>	<p>Leadership Team/Classroom Teachers</p>

### **How will we know that the strategy is working?**

Strategy 1:  
Number Talks:  
Frequency per week/happening at least 1X/week; teacher reported student engagement and participation (sharing ideas/thinking visible/discourse with peers)

### ***What is your action plan? How will the plan achieve mid-year and end-of-year goals for equitable student outcomes***

<b><i>Mid-year Reflect and Revise plan</i></b>	<p><i>What does this look like in action?</i></p> <p>Universal Screening Tools/Diagnostic Data Collection: Identify students who need extra support(s) Investigate the specific needs for students identified as needing extra support(s)</p> <p>Classroom Practices: Small group rotations during math instruction, differentiation, focusing the learning on grade-level foundational mathematics concepts (school-wide focus on number sense) engage in rich tasks that provide multiple entry points opportunities to reason through the mathematics</p> <p>Formative Assessment: To inform current instruction so teachers can adjust instruction and provide actionable feedback</p>	<p><i>What evidence or data will we review?</i></p> <p>i-Ready Mathematics Diagnostic</p> <p>Formative data of classroom teaching practices</p> <p>Review of classroom assessment data for students needing extra support</p> <p>Professional development exit questions collected</p> <p>PLC Team protocols</p>
--	--	--



	<p><b>Progress Monitoring:</b> monitor the progress of specific students who have been identified as needing extra support(s)</p> <p><b>Professional Development:</b> Sustained ongoing professional development focused on implementing best practices in mathematics instruction including Math Talks, Vocabulary Strategies, and Math games. During staff meetings, building days, and learning labs (modeling of instructional strategies for teachers and opportunities for applied practice that builds knowledge of content)</p> <p><b>PLCs:</b> Focus on reviewing student work, anticipating student misconceptions, and identifying instructional strategies educators will use to support student learning opportunities to build collaborative relationships among teachers that support networking.</p>	<p>Review of teacher tools to increase two-way communication.</p> <p>Family Newsletters</p>
<i>End-of-year Reflect and Revise plan</i>	<p><i>What does this look like in action?</i></p> <p>Summative and Benchmark Assessments To verify learning has occurred</p>	<p><i>What evidence or data will we review?</i></p> <p>Data review of Expressions end of the unit assessments</p> <p>Professional development exit questions collected</p> <p>PLC Team protocols</p> <p>Family Math Night post-event survey for families</p>

### **SIP Goal 3:**

**Each and every student will experience a strong sense of belonging at Chase Lake through a positive, caring relationship with a supportive adult 65% of our students responded favorably in Spring 2022 to a target of 68% in Spring 2023 as measured by the Panorama Wellness Survey.**

**Theory of action**

If we, as the Chase Lake learning community, build a continuum of social-emotional support that promotes a school-wide culture of safety and inclusive learning environments, then every student will have a strong sense of belonging at Chase Lake.

**How will we get the work done?**

Strategies we will complete this year	Person or team responsible
Strategy 1: A stronger tier 1 focus in every classroom K-6 <ul style="list-style-type: none"> <li>• Responsive Classroom</li> <li>• Second Step K-6 Weekly on the digital platform</li> <li>• Kelso's Choice</li> <li>• CARES blue slips</li> <li>• Positive greetings at the door</li> <li>• Family Partnerships</li> <li>• Positive Reinforcement Continuum/Strategic Noticing (5:1)</li> </ul>	

**How will we know that the strategy is working?**

Strategy 1:

Fewer office referrals; Fewer referrals for T2 counseling intervention; Panorama data for positive feelings will increase by 10%; Panorama data for connections with a caring adult will increase by 10%

**What is your action plan? How will the plan achieve mid-year and end-of-year goals for equitable student outcomes**

<i>Mid-year Reflect and Revise plan</i>	<i>What does this look like in action?</i>	<i>What evidence or data will we review?</i>
	All K-3 classrooms: Problem Solving lessons using Kelso's Choice (3 lessons) facilitated by psych/counseling team  School-wide process for identifying students who need a positive, caring, relationships with an adult T2-T3 Social groups facilitated by counseling team and Student Intervention Coordinator to support	Wellness screener data collected 3X throughout the year  Needs-Assessment Data  Kelso implementation fidelity checks  Second Step implementation fidelity checks  SWIS data from Incident report forms

	<p>Daily Morning Meetings in every classroom</p> <p>SEL in the Classroom Needs Assessment</p>	
<i>End-of-year Reflect and Revise plan</i>	<p><i>What does this look like in action?</i></p> <p>Every student experiencing a sense of belonging and having a positive, caring, relationships with an adult at Chase Lake</p>	<p><i>What evidence or data will we review?</i></p> <p>Panorama Wellness Screener Data</p>

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

Name:	Role:
Anndrea Fernandez	Student Intervention Coordinator
Ony Huffman	Title Teacher
Quyen Terry	Multilingual Teacher
Sarah Olive	Psychologist/Counselor
Sophie Blum	6th Grade Teacher
Kelly Andrews	Kindergarten Teacher
Angie Currie	4th Grade Teacher
Flor Garcia	Family Advisory Team
Talia Altamirano	Family Advisory Team

### Links to supporting documents

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