Edmonds School Improvement Plan (SIP) (Grades K-6, K-8, 7-8, and 9-12) Three-Year Plan

October 21, 2021

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 students' experience belonging and are 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.

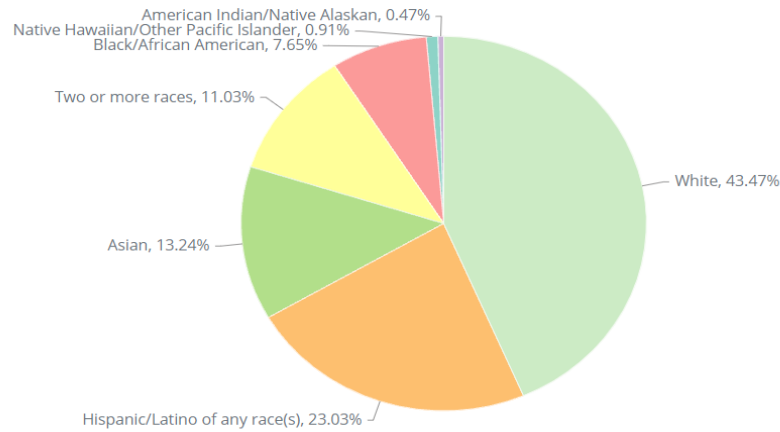| Current School Year	2021 - 2022
Our School Name	College Place Middle School

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 (500 words or less, including a table of student demographics). Other data can be added if desired.
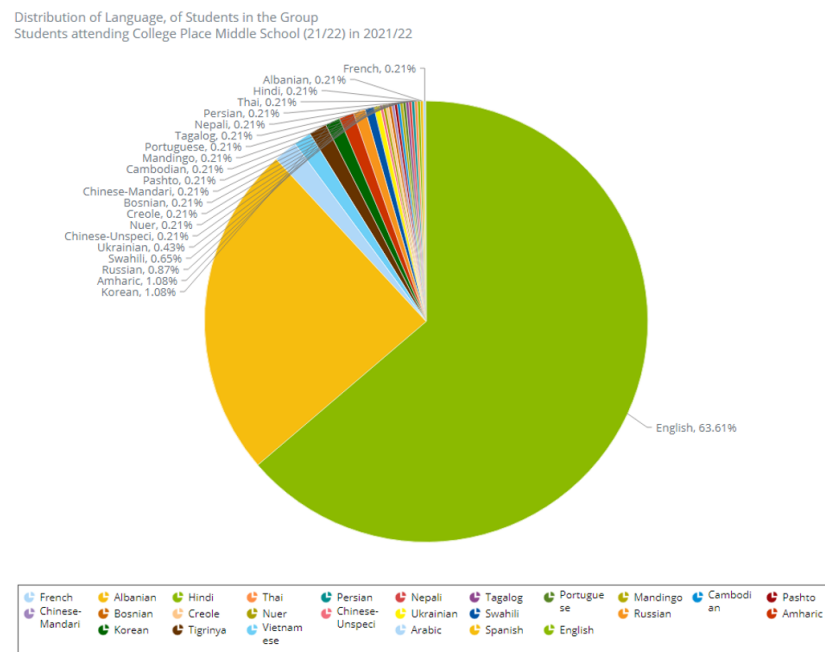
College Place Middle School is located in SW Quadrant of the Edmonds School District, serving students from 5 local elementary schools as well as students new to our community. College Place Middle School has an average enrollment of about 500 students split between 2 grades levels, grade 7 and 8. We offer a variety of elective courses, a performing arts/music program, and core courses to meet the needs of our students. Our core values are Culture, Commitment and Character known as Cougars Cubed. As a Character Strong™ school we identify monthly and weekly character traits to promote positive self

reflection and to meet the needs of our social/emotional learning by creating a strong sense of belonging. Our staff embraces students' unique needs to develop their full potential and provides a positive and challenging environment fostering life-long learners and responsible citizens by teaching the mind and touching the heart. Currently we serve 17% mulit-lingual students (with over 25 identified home languages), 46% qualify for free-reduced meal benefits, 15% are served with special education and our overall student attendance rate is 80% or higher. Our aim with this 3 year improvement plan is to be committed to our culturally relevant teaching practices, to operate with a keen sense of justice, and to provide a positive impact on student learning.

<u>Demographic data</u>: 43% white, 23% Latinx, 13% Asian/Pacific Islander, 7% Black/African American, and 11% two or more races.

American Indian/Native Alaskan, 0.47%
Native Hawaiian/Other Pacific Islander, 0.91%
Black/African American, 7.65%

Two or more races, 11.03%

White, 43.47%

Asian, 13.24%

Hispanic/Latino of any race(s), 23.03%

<u>Linguistic data</u>: 26 identified home languages, and the top 5 languages are Spanish 24.4%, Arabic 1.7%, Vietnamese 1.3% , Tigrinya 1.3%.

Distribution of Language, of Students in the Group
Students attending College Place Middle School (21/22) in 2021/22

French, 0.21%
Albanian, 0.21%
Hindi, 0.21%
Thai, 0.21%
Persian, 0.21%
Nepali, 0.21%
Tagalog, 0.21%
Portuguese, 0.21%
Mandingo, 0.21%
Cambodian, 0.21%
Pashto, 0.21%
Chinese-Mandari, 0.21%
Bosnian, 0.21%
Creole, 0.21%
Nuer, 0.21%
Chinese-Unspeci, 0.21%
Ukrainian, 0.43%
Swahili, 0.65%
Russian, 0.87%
Amharic, 1.08%
Korean, 1.08%

English, 63.61%

French	Albanian	Hindi	Thai	Persian	Nepali	Tagalog	Portugue se	Mandingo	Cambodi an	Pashto
Chinese-Mandari	Bosnian	Creole	Nuer	Chinese-Unspeci	Ukrainian	Swahili		Russian		Amharic
	Korean	Tigrinya	Vietnam ese		Arabic	Spanish	English			

Section 2. Vision and Mission

Our Equity, Engagement, and Excellence (E₃ Vision)	**The Edmonds School district is relentlessly focused on ensuring Equity, Excellence, and Engagement for ALL students.**
Our Mission	**With our students, staff, families and entire community, we strive to provide high quality teaching and learning to serve ALL kids. 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)? Data that are available for school improvement planning are below.
Equity (such as student demographics)	• *All state assessment and district data for students overall and disaggregated by race, ethnicity, ELL/multilingual learners, migrant, homeless, economically disadvantaged, 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*
Engagement (such as school culture and climate)	• *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* • *Participation in Character Strong ™ activities* • *Utilize restorative practices to address student behaviors and discipline*
Instructional Excellence (and student learning)	• *Skyward: Enrollment in advanced courses and specialized programs; grade level on-track indicators* • *Homeroom: Grades K-12 I-Ready* • *Classroom walkthrough tool focused on high-leverage Tier 1 strategies, reading strategies, curriculum alignment, academic vocabulary and common language.* • *Promoting cycles of inquiry based learning and metacognitive strategies.*

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?

- *At this time our goal areas are focused on our entire student population. We have a large percentage of our students who are 1 or more grade levels below where they should be in Reading and in Math. Our initial focus will be moving as many students back to grade level or above, while also tracking the progress of our historically less successful student populations - students in special education, multilingual education, and students who qualify for free and reduced meal benefits.*

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

- *At the time of this initial plan, key stakeholders have not had much input, since our data collection was needed to create a baseline. All instructional staff, ESAs, Psychologists, ParaEducators, and admin worked in heterogeneous teams to identify areas of need. Therefore, the goals were developed primarily by our Instructional Council, and will be shared with our community during our November community meeting. English and Math teachers will conference with students during the year to inform them of their present levels and benchmarks for the next iReady assessment.*

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?

- *We believe that the primary reason for the low performance on our initial assessments was students not enrolled in in-person school for the past 18 months. We also believe that now that they have returned to in-person instruction, we can use some deliberate strategies with all students that will result in rapid growth.*

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

- *Our goals will be for student performance in math and reading to be at grade level by the end of the year. If they are not at grade level, our goal is that they grow at least 1.5 grade levels during the year to close the gap from the initial assessment to the Spring assessment. For this to happen we will need to closely monitor student attendance and engagement, use strategic reading strategies across the curriculum, provide differentiated instruction leveraging the use of technology, and employ engaging, collaborative inquiry based strategies across the curriculum. In addition using iReady will fidelity and have intentional curriculum alignment, academic vocabulary and common language across the content areas.*
- *We are focusing on these goals to promote cycles of inquiry based learning and metacognition amongst our staff and students.*

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: Between the Fall of 2021 and the Spring of 2024, students in grades 7 and grade 8 will be at or within 1 year of standard grade level on the SBA - ELA assessment. This will vary based upon their identified iReady Fall diagnostic and the Fall 2021 SBA results.	
Theory of Action: If all staff at College Place Middle use specific, high leverage reading strategies, academic vocabulary and common language with a minimum of 40 minutes of iReady content met per week, than students will make annual gains in excess of 1 year of growth, therefore narrowing the achievement gap and getting near or at grade level by grade 9 or 10.	
How will we get the work done?	

Strategies we will complete this year	Person or team responsible
Strategy 1: All staff will use content specific reading strategies, academic vocabulary and common language.	*All instructional staff*
Strategy 2: All students will use iReady reading for a minimum of 40 minutes per week.	*All instructional staff*

How will we know that the strategy is working?		
Strategy 1: Student SBA scores will increase by 3% from their previous 5th grade summative SBA results.		
What is your 30-, 60-, 90-day action plan? How will the plan achieve equitable student outcomes *(e.g., reduce disproportionality based on race, ethnicity, ELL/multilingual learners, homeless, economically disadvantaged, students with disabilities, and/or other student groups)?*		
30-day plan	*What does this look like in action?* *All instructional staff will adopt content specific reading strategies, academic vocabulary and common language.*	*What evidence or data will we review?* *Classroom walkthroughs and teacher observation cycles.*

	Provide job-embedded professional development with language acquisition cycles (academic anc common vocabulary), instructional technology and content lead professional learning sessions	*SBA Fall Score Review*
60-day plan	*What does this look like in action?* *In every class instructional staff will use content specific reading strategies, academic vocabulary and common language.*	*What evidence or data will we review?* *Classroom walkthroughs and teacher observation cycles.* *With the Winter iReady assessment, 50% of students will increase their reading scores by at least 1 grade level (see chart - listed after goal 2).*
90-day plan	*What does this look like in action?* *In every class instructional staff will use content specific reading strategies, academic vocabulary and common language.*	*What evidence or data will we review?* *Classroom walkthroughs and teacher observation cycles.* *On the Spring iReady assessment, 25% of students will increase their reading scores by at least 1 grade level (see chart - listed after goal 2).* *English/Language Arts Smarter Balanced assessment results (3% increase from previous summative score).*

Please complete the mid- and end-of-year reflect and revise summary using this link.

📄 *SIP Reflect and Revise Summary*

How will we know that the strategy is working?
Strategy 2: All students will use iReady reading for a minimum of 40 minutes per week.

What is your 30-, 60-, 90-day action plan? How will the plan achieve equitable student outcomes *(e.g., reduce disproportionality based on race, ethnicity, ELL/multilingual learners, homeless, economically disadvantaged, students with disabilities, and/or other student groups)?*		
30-day plan	*What does this look like in action?* *During Cougar Achievement on Tuesday and Thursday of every week, students will work independently on iReady reading for 20 min. Students will complete an additional 20 - 25 minutes asynchronously to approach reading at or near grade level with support from English teachers.*	*What evidence or data will we review?* *English teachers will monitor student use of iReady.*
60-day plan	*What does this look like in action?* *During Cougar Achievement on Tuesday and Thursday of every week, students will work independently on iReady reading for 20 min. Students will complete an additional 20 - 25 minutes asynchronously to approach reading at or near grade level with support from English teachers.*	*What evidence or data will we review?* *Winter iReady scores will improve with 50% of our students increasing by one grade level from their Fall iReady reading diagnostic. (see chart - listed after goal 2).* *If we meet our target, are there sub groups or other student indicators to be addressed.*
90-day plan	*What does this look like in action?* *During Cougar Achievement on Tuesday and Thursday of every week, students will work independently on iReady reading for 20 min. Students will complete an additional 20 - 25 minutes asynchronously to approach reading at or near grade level with support from English teachers.*	*What evidence or data will we review?* *Spring iReady scores will improve with 25% of our students increasing by one grade level from their Fall iReady reading diagnostic. (see chart - listed after goal 2).* *If we meet our target, are there sub groups or other student indicators to be addressed.*

SIP Goal 2: Between the Fall of 2021 and the Spring of 2024, students in grades 7 and grade 8 will be at or within 1 year of standard grade level on the SBA - Math assessment. This will vary based upon their identified iReady Fall diagnostic and the Fall 2021 SBA results.

Theory of Action: If core subject areas instructional staff at College Place Middle use inquiry based learning strategies and a minimum of 40 minutes of iReady math content met per week, then students will make annual gains in excess of 1 year of growth, therefore narrowing the achievement gap and getting near or at grade level by grade 9 or 10.

How will we get the work done?

Strategies we will complete this year	Person or team responsible
Strategy 1: All instructional staff in core subject areas will use inquiry based learning strategies such as Inquiry-based instruction as a student-centered approach where staff guide students through questions posed, methods designed, and data interpreted by the students. Through inquiry, students actively discover information to support their classroom investigations	Science, Math, Social Studies, STEM/CTE and other content areas that can apply inquiry based methods.
Strategy 2: All College Place Middle students will use iReady math for a minimum of 40 minutes per week.	All instructional staff and math teachers

How will we know that the strategy is working?

Strategy 1: Students in core subject areas will use inquiry based learning strategies weekly in their classes.

What is your 30-, 60-, 90-day action plan? How will the plan achieve equitable student outcomes (e.g., reduce disproportionality based on race, ethnicity, ELL/multilingual learners, homeless, economically disadvantaged, students with disabilities, and/or other student groups)?

30-day plan	What does this look like in action?	What evidence or data will we review?

	Instructional staff will use inquiry based learning strategies in their classes weekly.	*Classroom walkthroughs and teacher observation cycles.*
60-day plan	*What does this look like in action?* *Students will use inquiry based learning strategies in their classes regularly in core content areas.* *Students will demonstrate an increase in their ability to read and write grounded in evidence from complex texts on classroom based assessments and curriculum assessments.*	*What evidence or data will we review?* *Classroom walkthroughs and teacher observation cycles.* *Winter iReady scores will improve with 50% of our students increasing by one grade level from their Fall iReady math diagnostic. (see chart - listed after goal 2).* *If we meet our target, are there sub groups or other student indicators to be addressed.*
90-day plan	*What does this look like in action?* *Students will regularly use inquiry based learning strategies in core content areas.*	*What evidence or data will we review?* *Spring iReady scores will improve with 25% of our students increasing by one grade level from their Fall iReady math diagnostic. (see chart - listed after goal 2).* *Math Smarter Balanced assessment results (3% increase from previous summative score).*

Please complete the mid- and end-of-year reflect and revise summary using this link.

📄 *SIP Reflect and Revise Summary*

How will we know that the strategy is working?		
Strategy 2 : All College Place Middle School students will use iReady math for a minimum of 40 minutes per week.		
What is your 30-, 60-, 90-day action plan? How will the plan achieve equitable student outcomes (e.g., reduce disproportionality based on race, ethnicity, ELL/multilingual learners, homeless, economically disadvantaged, students with disabilities, and/or other student groups)?		
30-day plan	*What does this look like in action?* *During Cougar Achievement on Tuesday and Thursday of every week, students will work independently on iReady math for 20 min. Students will complete an additional 20 - 25 minutes asynchronously to approach math standards at or near grade level with support from math teachers.*	*What evidence or data will we review?* *Math teachers will monitor student use of iReady.*
60-day plan	*What does this look like in action?* *During Cougar Achievement on Tuesday and Thursday of every week, students will work independently on iReady math for 20 min. Students will complete an additional 20 - 25 minutes asynchronously to approach math standards at or near grade level with support from math teachers.*	*What evidence or data will we review?* *Winter iReady scores will improve with 50% of our students increasing by one grade level from their Fall iReady math diagnostic. (see chart - listed after goal 2).* *If we meet our target, are there sub groups or other student indicators to be addressed.*
90-day plan	*What does this look like in action?* *During Cougar Achievement on Tuesday and Thursday of every week, students will work independently on iReady math for 20 min. Students will complete an*	*What evidence or data will we review?* *Spring iReady scores will improve with 25% of our*

	additional 20 - 25 minutes asynchronously to approach math standards at or near grade level with support from math teachers.	students increasing by one grade level from their Fall iReady reading diagnostic. (see chart - listed after goal 2). If we meet our target, are there sub groups or other student indicators to be addressed.

Please complete the mid- and end-of-year reflect and revise summary using this link.

📄 *SIP Reflect and Revise Summary*

Fall 2021 iReady Assessment Data Initial Data from October 4 - 8, 2021

7th Grade iReady Reading	Initial	%	2nd	%	3rd	%
3 or More Grade Levels Below	51	48%	26	24%	19	18%
2 Grade Levels Below	7	7%	29	27%	28	27%
1 Grade Level Below	23	22%	15	14%	19	17%
Early On Grade Level	9	8%	16	15%	16	15%
Mid or Above Grade Level	16	15%	21	19%	25	23%
	106		106		106	
			+ 50%		+ 25%	

8th Grade iReady Reading	Initial	%	2nd	%	3rd	%
3 or More Grade Levels Below	56	30%	28	15%	21	11%
2 Grade Levels Below	20	11%	38	21%	36	19%
1 Grade Level Below	43	23%	32	17%	33	18%
Early On Grade Level	36	20%	40	21%	38	20%
Mid or Above Grade Level	29	16%	47	26%	57	31%
	184		184		184	
			+ 50%		+ 25%	

7th Grade iReady Math	Initial	%	2nd	%	3rd	%
3 or More Grade Levels Below	48	26%	24	13%	18	10%
2 Grade Levels Below	21	11%	35	19%	32	17%
1 Grade Level Below	54	30%	38	20%	37	20%
Early On Grade Level	43	23%	49	27%	46	25%
Mid or Above Grade Level	17	9%	39	21%	51	28%
	183		183		183	
			+ 50%		+ 25%	

8th Grade iReady Math	Initial	%	2nd	%	3rd	%
3 or More Grade Levels Below	56	27%	28	13%	21	10%
2 Grade Levels Below	32	15%	44	21%	40	19%
1 Grade Level Below	68	32%	50	24%	49	23%
Early On Grade Level	42	20%	55	26%	54	25%
Mid or Above Grade Level	13	6%	34	16%	48	23%
	211		211		211	
			+ 50%		+ 25%	

SIP Goal 3: Student attendance will increase from 80% to 83% as measured by a strong sense of belonging with our Fall and Spring Panorama data and student engagement team interventions.

Theory of action: If we take a deliberate approach to identifying students whose attendance is less than 90%, and/or students who do not feel a sense of belonging at College Place Middle School, we will be able to intervene and apply strategies to increase attendance and belonging, resulting in increased academic achievement and social/emotional well-being for students.

How will we get the work done?

Strategies we will complete this year	Person or team responsible
Strategy 1: Implementation and reflection of monthly and weekly character traits to promote positive self efficacy and to meet the needs of our social/emotional learning by creating a strong sense of belonging in conjunction with a 'house' structure.	All staff at College Place Middle

Strategy 2: Weekly Student Engagement Team meetings to identify students who are struggling with attendance and implement interventions and supports as needed.	*Student Engagement Team members*

How will we know that the strategy is working?

Strategy 1: We will utilize weekly character dares, monthly character traits and we will implement a "House" structure with community building activities to make the school feel smaller and allow every student to feel like they belong to a group at College Place Middle.

What is your 30-, 60-, 90-day action plan? How will the plan achieve equitable student outcomes
(e.g., reduce disproportionality based on race, ethnicity, ELL/multilingual learners, homeless, economically disadvantaged, students with disabilities, and/or other student groups)?

30-day plan	*What does this look like in action?* *Weekly dares and overall implementation of monthly character traits.* *Promote Character Strong™ traits and the student recognition raffle with students, staff and families.*	*What evidence or data will we review?* *Fall Panorama Survey data that relates to students' sense of belonging will provide us with a starting point.*
60-day plan	*What does this look like in action?* *Staff will identify opportunities for students to engage in activities related to Character Strong™. These could include social clubs, reward activities, competitions and recognitions.*	*What evidence or data will we review?* *Winter Panorama Survey data points that relate to students' sense of belonging will increase by 3% from the initial Fall survey.* *If we meet our target, are there sub groups who are lagging behind other sub groups of students?*

| 90-day plan | What does this look like in action?

Staff will identify opportunities for students to engage in activities related to Character Strong. These could include social clubs, reward activities, competitions and recognitions. | What evidence or data will we review?

Spring Panorama Survey data points that relate to students' sense of belonging will increase by 3% from the Winter survey.

If we meet our target, are there sub groups who are lagging behind other sub groups of students? |
|---|---|---|

Please complete the mid- and end-of-year reflect and revise summary using this link.

📄 *SIP Reflect and Revise Summary*

How will we know that the strategy is working?
Strategy 2: Weekly Student Engagement Team meetings to identify students who are struggling with attendance and implement interventions and supports as needed.
What is your 30-, 60-, 90-day action plan? How will the plan achieve equitable student outcomes (e.g., reduce disproportionality based on race, ethnicity, ELL/multilingual learners, homeless, economically disadvantaged, students with disabilities, and/or other student groups)?

| 30-day plan | What does this look like in action?

Weekly Student Engagement Team meetings focusing on attendance, resources and academics.

Student data is reviewed and interventions are crafted, implemented and monitored.

Student Study Team (SST) teacher/staff referral process for on-going RTI analysis. | What evidence or data will we review?

The Homeroom Risk Report will be used to identify students who are disengaged.

School Average Attendance data.

Baseline attendance data from Oct 6, 2021, had 80% of College |
|---|---|---|

		Place Middle students meeting the 90% attendance threshold.
60-day plan	*What does this look like in action?* *Weekly Student Engagement Team meetings focusing on attendance, resources and academics.* *Student data is reviewed and interventions are crafted, implemented and monitored.* *Student Study Team (SST) teacher/staff referral process for on-going RTI analysis.*	*What evidence or data will we review?* *The Homeroom Risk Report will be used to identify students who are disengaged.* *School Average Attendance data. Will be measured again at the end of semester 1, with 83% of students meeting the 90% attendance threshold.* *If we meet our target, are there sub groups who are lagging behind other sub groups of students?*
90-day plan	*What does this look like in action?* *Weekly Student Engagement Team meetings focusing on attendance, resources and academics.* *Student data is reviewed and interventions are crafted, implemented and monitored.* *Student Study Team (SST) teacher/staff referral process for on-going RTI analysis.*	*What evidence or data will we review?* *The Homeroom Risk Report will be used to identify students who are disengaged.* *School Average Attendance data. Will be measured again at the end of semester 2, with 86% of students meeting the 90% attendance threshold.* *If we meet our target, are there sub groups who are lagging behind other sub groups of students?*

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

Name:	Role:
Andrea Collins	**Principal**
Roberto Figueroa	**Assistant Principal**
All Department Chairs, Teacher Leaders (all content areas)	**Instructional Council, Building Leadership Team, Equity Team and Student Engagement Team Members**
Students	**Senators and House Representatives**
Family/Parent Voice	**Building Leadership Team Members & Community Stakeholders**

Links to supporting documents
- [Reflect and revise plan (progress monitoring plan)](#)
- Strategic plan