



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

Template Revised August 31, 2021

Purpose

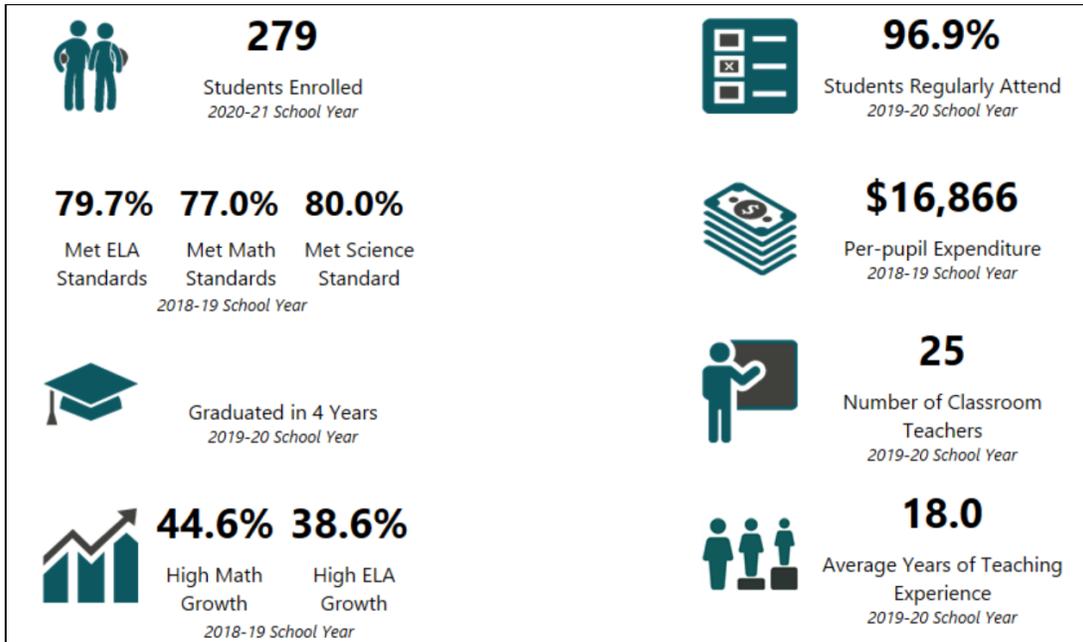
The Edmonds School Improvement Plan (SIP) tells how our school will achieve *engagement, equity, and excellence* for our students. The plan states goals and why these goals were chosen. Our plan also outlines what staff will do to ensure students' experience belonging and are able to engage in their 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	2021-22
Our School Name	Edmonds Elementary School

Section 1. Our school

School Demographics:

Group	Number of Students	% of Students	Group	Number of Students	% of Students
Enrollment (October)	254	100%	Two or More Races	31	12.2%
Asian	12	4.72%	English Language Learners	14	5.51%
Black/African American	4	1.57%	Homeless/McKinney-Vento	2	.78%
Hispanic/Latino	25	9.84%	Low Income	29	11.41%
Native Hawaiian/Other Pacific Islander	1	0.32%	Section 504	10	3.93%
White	181	71.25%	Students with Disabilities	25	9.84%



Edmonds Elementary serves the community as a small K-6th grade school and has consistently performed above district and state proficiency levels in Math and English Language Arts. We provide multilingual support as well as services through Developmental Kindergarten in addition to an excellent general education program. There is a strong sense of community partnership and collegiality among staff. Our families and community provide exceptional support through various family and student organizations, such as PTA, STARS, and ASB. We benefit from an increasingly diverse, multigenerational population.

Multiple school teams work in partnership with our community to foster the best learning environment for our students. Our Equity Team includes staff, parents, and community members, and promotes practices that create a fully inclusive and welcoming environment. The Culture & Climate Team focuses on building a sense of belonging for our students and we work as a school to implement and support Positive Behavior Interventions and Supports (PBIS) to promote and sustain a positive school culture. Our students are Safe, Responsible, Respectful and Ready to Learn. We continue to promote the use of morning meetings and use district adopted social and emotional learning curriculum to support student growth, strategies that are particularly important during this time of pandemic.

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	<p>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.</p> <p>It is our mission and vision at Edmonds Elementary School to build a community where learners are nurtured to become self-directed, productive, responsible individuals, who demonstrate concern for themselves, for others, and for our world through a partnership of students, staff, families, and community.</p>
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Data and Stakeholder Engagement Summary

E₃ Category	Data that we use 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)	<ul style="list-style-type: none"> ● <i>All state assessment and district data for students overall and disaggregated by race, ethnicity, ELL/multilingual learners, migrant, homeless, economically disadvantaged, 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>Staff diversity</i> ● <i>Staff professional development topics, attendance</i>
Engagement (such as school culture and climate)	<ul style="list-style-type: none"> ● <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>
Instructional Excellence (and student learning)	<ul style="list-style-type: none"> ● <i>Skyward: grade level on-track indicators</i> ● <i>I-Ready, Running records; 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 who achieved high learning growth; WIDA (ELPA21)</i> ● <i>Classroom walkthrough tool focused on high-leverage Tier 1 strategies - conferring, small group learning, consistent use of guaranteed viable curriculum.</i>

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?

Edmonds Elementary has an ongoing practice of examining a variety of student data to plan instruction, programs and activities. While a more full battery of data will be available through the fall, spring data from iReady indicated that 71% of our students were at or above grade level for reading and 64% were at or above grade level in math.

Panorama data from spring of 2021 were generally positive compared to the rest of the district, but indicated low rates in students feeling connected to each other and to the adults at school. This is not surprising considering the time spent in remote. On a positive note, our students identified as Hispanic actually had significantly higher rates (75% compared to 58% overall) of feeling connected, which is a strength.

2020-21 was a unique school year for attendance and discipline due to the need to implement remote learning the majority of the year as a result of the pandemic. Attendance data is typically strong at Edmonds Elementary, but data from 2020-21 might reflect an even higher level of engagement than in other years as we worked to be as flexible as possible with families. Disciplinary action has been low historically and last year it was essentially nil. Now, as students return to school and begin interacting more, there might be an uptick in discipline as a natural course of being together more and learning to socially interact again.

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

Due to time limitations in fall 2021, the initial stage of this plan has included basic introductions to our stakeholders, including Staff, Equity Team, Instructional Leadership Team, Culture & Climate Team, and PTA. As we move forward, our stakeholders will have more authentic opportunities to engage in examining data, progress monitoring, and providing input on school improvement.

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?

Strong, research-based instructional practice is taking place in classrooms, and while our overall performance remains strong, there is room for improvement through calibration and alignment. We will need to continue monitoring student well-being and progress to know the full scope of the impact on learning from the pandemic and the year of remote and hybrid model school.

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

Our overall goal will be to align and develop building level strategies to support the Edmonds School District E3 Strategic plan.

Note: Goals and strategies describe where the team intends to go but do not describe how the team will get there. An example goal might be to improve graduation rates or that all students in ninth grade will be on-track to graduate.

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 reading 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 ReadingGoal:

Between Fall of 2021 and Spring of 2024, the percentage of students in primary grades (1-3) able to meet grade level reading standards will increase by 3% per year as measured by Running Records and iReady diagnostic assessments.

Theory of action (Please use “If and then” statements to explain how your strategy or strategies will achieve this goal)

If we calibrate and align our understanding of the district adopted reading curriculum, then students will be able to meet grade level reading standards through intentional differentiation and implementation of research based instructional practices.

How will we get the work done?

Strategies we will complete this year	Person or team responsible
Strategy 1: Calibrate, align, and deepen understanding of the district adopted reading curriculum and its assessment.	Principal and All Certificated Staff
Strategy 2: <i>(optional)</i>	
Strategy 3: <i>(optional)</i>	

How will we know that the strategy is working?

Strategy 1: Students will experience high quality learning through aligned, calibrated instruction.

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)?

<p>30-day plan</p>	<p>What does this look like in action?</p> <p>Collect baseline reading data</p> <ul style="list-style-type: none"> • Running Records • iReady 	<p>What evidence or data will we review? (e.g., implementation and/or outcome data)</p> <p>Running Records iReady</p>
<p>60-day plan</p>	<p>What does this look like in action?</p> <ul style="list-style-type: none"> • Training begins on norming/calibration • Grade level teams examine data to determine the highest area of reading needs (Ex. foundational literacy skills needed) 	<p>What evidence or data will we review? (e.g., implementation and/or outcome data)</p> <p>Areas of Need (and strengths) identified</p>
<p>90-day plan</p>	<p>What does this look like in action?</p> <ul style="list-style-type: none"> • Continue training on norming/calibration • Consistency in reading instruction/readers workshop in action • Feedback to teachers related to the workshop model (clear mini lessons...) 	<p>What evidence or data will we review? (e.g., implementation and/or outcome data)</p> <p>systems and structures of reader workshop model in place</p>

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

 [EE SIP Reflect and Revise Summary](#)

If you have more than one strategy, please copy and complete the “How will we know the strategy is working” section for each strategy.

SIP Goal 2: Between Fall of 2021 and Spring of 2024, the percentage of students in intermediate grades (4-6) who are able to meet math grade level standards will increase by 3% per year as measured by iReady diagnostic assessment and SBA data.

Theory of action (Please use “If and then” statements to explain how your strategy or strategies will achieve this goal)

If we differentiate instruction based on knowledge of students strengths, needs and assessment data, then students will be able to better meet grade level standards in math.

How will we get the work done?

Strategies we will complete this year (Please list **up to three** strategies to meet the needs of your students)

Person or team responsible

Strategy 1: Use curriculum based assessments to determine needed differentiation in small groups.

Principal and All Certificated Staff

Strategy 2: *(optional)*

Strategy 3: *(optional)*

How will we know that the strategy is working?

Strategy 1: Students will be receiving differentiated instruction individually and in fluid small groups 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)?

<p>30-day plan</p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> ● <i>Collect baseline data from classroom assessments and iReady</i> ● <i>Begin training in using iReady for differentiation</i> 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>iReady data initial classroom based assessments</p>
<p>60-day plan</p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> ● <i>Students identified by need and</i> ● <i>group schedule established</i> 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>students identified and schedules shared</p>
<p>90-day plan</p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> ● <i>New groups based on current data (classroom/curriculum based assessments and iReady)</i> 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>structures in place for flexible grouping Updated groups and schedule iReady/CBAs</p>

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

 [EE SIP Reflect and Revise Summary](#)

If you have more than one strategy, please copy and complete the “How will we know the strategy is working” section for each strategy.

SIP Goal 3: Between Fall of 2021 and Spring of 2024, students at Edmonds Elementary will report feeling a sense of belonging through connection with each other increasing from 58% to all.

Theory of action (Please use “If and then” statements to explain how your strategy or strategies will achieve this goal)

If we foster a sense of community in every classroom, students will increasingly build a sense of belonging and connection to each other.

How will we get the work done?

Strategies we will complete this year	Person or team responsible
Strategy 1: Implementing Responsive Classroom/Morning (class) Meeting and SEL Curriculum integrated throughout the day	Principal and All Certificated and Classified Staff
Strategy 2: (optional)	
Strategy 3: (optional)	

How will we know that the strategy is working?

Strategy 1: Students will be known by name, strength and need, and will be actively participating in community building activities.

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? (e.g., implementation and/or outcome data)
	<ul style="list-style-type: none"> ● Collect baseline perception data around feeling connected/belonging through panorama survey... ● Classroom SEL activities: getting to know each other, names, strengths and needs ● Introduce morning meeting, community building activities/Responsive Classroom 	Panorama Data Student artifacts Classroom activities

<p><i>60-day plan</i></p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> ● Building wide lesson in belonging through art ● K-2 appropriate SEL screener ● Staff will use information to provide supportive interventions for belonging ● Introduce Formal SEL Lessons 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>Panorama Data for 3-6</p> <p>K-2 Screener</p> <p>Student Artifacts</p>
<p><i>90-day plan</i></p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> ● Build on first months of the year, Implement school wide MTSS integrating PBIS, SEL, Trauma Informed Practice ● Continue building wide belonging through art activities. ● Continue SEL Formal Lessons 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>Panorama Data</p> <p>Morning Meeting (Class meeting) structures in place</p> <p>Completed SEL lessons</p>
<p><i>Please complete the mid- and end-of-year reflect and revise summary using this link.</i></p> <p> EE SIP Reflect and Revise Summary</p>		

If you have more than one strategy, please copy and complete the “How will we know the strategy is working” section for each strategy.

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

Name:	Role:
Alex Alexander	Principal
Various Certificated and Classified Staff	Culture & Climate Committee

Various Staff, Parents, Community Member	Equity Team
Various Certificated Staff	Instructional Leadership Team
Whole Staff	Certificated and Classified staff

Links to supporting documents

- [Reflect and revise plan \(progress monitoring plan\)](#)
- Strategic plan