



# Edmonds School Improvement Plan (SIP) Grades K-6 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	Hilltop 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 (500 words or less, including a table of student demographics). Other data can be added if desired.**

Hilltop Elementary is a school that takes pride in how our students, staff and community work together to create a supportive, inclusive and enriching learning environment. Throughout the COVID19 pandemic, we focused on being connected, while providing safe and joyful learning. Since returning to fully in-person learning this school year, our focus has been on knowing our

students as individuals and learners to capitalize on students’ strengths and respond to their needs. We are using a multi-tiered approach for both social-emotional and academic learning. As we look at creating a sense of belonging where all students are known and accepted, we are working as a team to learn more about the barriers that our historically marginalized students face and how we can become more culturally responsive in our practice. This is essential for all students in our diverse community.

We could not meet our goals without the support of our community partners. Our PTSA, Foundry-10, The Edmonds School Foundation and other community groups are essential components to our success.

**2021-2022 Enrollment Data**

Group	# of Students	% of Students	Group	# of Students	% of Students
Total Enrollment	524		Two or More Races	72	13.76%
American Indian/Alaskan Native			English Language Learners	63	11.85%
Asian	123	23.5%	Homeless/ McKinney-Vento	3	0.57%
Black/African American	20	3.81%	Free and Reduced Lunch	87	16.26%
Hispanic/Latino	70	13.35%	Section 504	10	1.90%
Native/Pacific Islanders			Special Education	55	10.49%
White	248	45.41%			

**Section 2. Vision and Mission**

<b>Our Equity, Engagement, and Excellence (E<sub>3</sub> Vision)</b>	The Edmonds School district is relentlessly focused on ensuring Equity, Excellence, and Engagement for ALL students.
<b>Our Mission</b>	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.

Our school mission is to create a stimulating, safe school where everyone is encouraged to reach their maximum potential in an environment of respect, caring and trust.

### Data and Stakeholder Engagement Summary

E <sub>3</sub> 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.
<b>Equity</b> (such as student demographics)	<ul style="list-style-type: none"> <li>● <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></li> <li>● <i>District data stored on Skyward, Homeroom, and Panorama will also be disaggregated by economically disadvantaged, student mobility, and homeless student groups</i></li> <li>● <i>Staff professional development topics</i></li> <li>● <i>Community participation in school events and teams</i></li> </ul>
<b>Engagement</b> (such as school culture and climate)	<ul style="list-style-type: none"> <li>● <i>Skyward: Student attendance (percent regular attenders)</i></li> <li>● <i>Discipline data</i></li> <li>● <i>Panorama and school-based student survey data</i></li> <li>● <i>Student, family and staff surveys</i></li> <li>● <i>Participation in enrichment and social opportunities</i></li> <li>● <i>Student support team data</i></li> </ul>
<b>Instructional Excellence</b> (and student learning)	<ul style="list-style-type: none"> <li>● <i>Homeroom: i-Ready, Running Records; Acadience (Dyslexia Screener)</i></li> <li>● <i>OSPI state assessments: WaKIDS; SBA or WA-AIM math and reading ; percentage of students who achieved high learning growth; WIDA (ELPA21)</i></li> <li>● <i>Classroom walkthroughs focused on high-leverage Tier 1 and Tier 2 strategies</i></li> <li>● <i>Staff professional development topics, attendance</i></li> </ul>

**Reflection questions** (Please answer each question in one or two paragraphs.)

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?

Our leadership team, staff, and grade-level teams reviewed district assessments last spring, and determined progress in reading and math did not meet typical growth. Our review also determined that the gap between the general population and categorical groups is not closing. This gap was exacerbated during the COVID19 pandemic. While we collected and responded to data from families about what supported engagement, we had some students that remained less engaged during remote and hybrid learning. The evidence we collected shows that we need to

work towards closing gaps in learning during the pandemic and closing gaps between groups of students by strengthening our core instruction, multilingual supports, and intervention practices. Pandora and observational data from family surveys showed a concerning trend in students not feeling connected. We believe we engage students in learning when we increase their sense of belonging at school.

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

Over the course of the year, we will engage with families, students and staff to reflect on and revise our school plan. At curriculum night, we shared our plans with families to launch the school year assessing students quickly for strengths and needs, and our plan to use a multi-tiered approach to respond to needs for core instruction and intervention with particular groups. We worked last year with our Equity Team and PTSA on foundational elements for crafting a school vision, and we will use a similar format to gather information from these groups and our multilingual families to gather input on our school SIP plans. Our instructional leadership team, composed of representative staff, will design how staff implement the SIP, what adjustments need to be made, and the professional development plans to meet our SIP goals.

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?

Overall, our reading data continues to be stronger than our math data. This is attributed to our focus on reading instruction over the past few years, and our focus on keeping books in kids' hands even during remote instruction. We are looking forward to refining our practices in reading instruction this year, and beginning to switch the focus of our professional learning to math assessment and high leverage math practices.

We also hope to see the impact of our equity work over the past few years on students' sense of belonging and on closing achievement gaps. Although we acknowledge that the pandemic exacerbated many of the disparities that have existed in academic outcomes, we will continue to seek ways to remove barriers and find ways to support student success.

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

Overall as we move forward during the existing pandemic, we will continue to have a goal of providing safe and joyful learning that meets academic and social-emotional needs of students. Knowing students' needs and strengths early on during the school year will help us maximize our instructional time. We continue to refine core instruction and our awareness of equitable practices to reduce dependence on tier two interventions and disparities in progress between groups of students.

*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 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: (SMARTIE goal here)**

**Between Fall of 2021 and Spring of 2024, students in grades 1st - 3rd meeting grade level reading standards will increase by 6% as measured by iReady and Running Records.**

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

If we implement consistent and aligned core reading curriculum building-wide, then our students will receive high quality teaching and learning to increase their reading ability.

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

Strategies we will complete this year (Please list <i>up to three</i> strategies to meet the needs of your students)	Person or team responsible
Strategy 1: Consistency, alignment, and implementation of guaranteed/ viable core reading curriculum (TC Units of Study).	Principal, LAP teacher and certificated staff
Strategy 2: (optional)	
Strategy 3: (optional)	

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

Strategy 1: Growth in student data will be evident as well as systems/structures during core reading instruction that demonstrates differentiated teaching and learning.

**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><i>30-day plan</i></p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> <li>-Assess students using multiple assessments</li> <li>-Provide PD regarding implementation of core reading instruction and foundational literacy components</li> <li>-Provide iReady PD</li> <li>-Review and align resource allocation of materials amongst staff and students</li> </ul>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>Running Records WaKids iReady Acadience</p>
<p><i>60-day plan</i></p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> <li>- Analyze running records and other data to plan for small group instruction</li> <li>- Provide PD regarding components of the workshop model</li> <li>-PD and collaborative time to refine word study/phonics instruction</li> <li>- Provide independent reading texts with diverse characters, including phonics readers, as well as high interest/low-level texts</li> </ul>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>SBA Running Records iReady</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"> <li>-Focus on use of independent reading, conferring, and book clubs in the workshop</li> <li>-Plan for course corrections and adjustments in PD plan</li> </ul>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>Running Records iReady Classroom-based assessments</p>

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

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: (SMARTIE goal here)**

Between Fall of 2021 and Spring of 2024, the percentage of students in grades 4-6 meeting grade level standard in math will increase by 6% as measured by SBA and iReady.

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

If professional development focuses on high leverage math teaching strategies, structures and assessments, then instructional practices will provide entry points for all students to progress.

**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: Certificated teachers will provide access for all to core math teaching and learning through small and whole group instruction using high leverage teaching strategies.

Principal and certificated staff

Strategy 2: (optional)

Strategy 3: (optional)


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

Strategy 1: Growth in student data will be evident as well as systems/structures during core math instruction that demonstrates differentiated teaching and learning.

**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><i>30-day plan</i></p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> <li>-Analyze iReady and curriculum-based assessments in core math.</li> <li>-Identify key essential common core state standards per grade level.</li> <li>-Review and understand core math curriculum and make adjustments to scope and sequence to respond to areas of need.</li> </ul>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>iReady Curriculum and classroom-based assessments</p>
<p><i>60-day plan</i></p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> <li>-Professional development strategies to provide varied entry points for students in whole class instruction.</li> <li>-Use assessment data to differentiate core math instruction</li> <li>- iReady data analysis professional development to inform instruction</li> <li>-Administer SBA</li> </ul>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>iReady Curriculum and classroom-based instruction</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"> <li>-Professional development on math interviews.</li> <li>- Professional development on instructional methods (math talk, math tasks, CGI, and fluency development) and math unit structures.</li> <li>-Review SBA data</li> <li>-Systems and structures in place for unit planning and data review/analysis to inform instruction (small groups)</li> <li>-Course corrections planned during implementation</li> </ul>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>SBA iReady Curriculum and classroom-based assessments Math interviews Collaborative unit plans</p>

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

 [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, the number of third-sixth grade students who feel a sense of belonging at school will increase by 6% as measured by Panorama’s questions on connections and a school-based survey focused on belonging.

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

If staff align common assessments and observational data with culturally responsive practices in social emotional learning, then students will feel a greater sense of belonging and increase academic achievement.

### 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: Professional development will increase the use of aligned tier one and tier two social-emotional learning and culturally responsive practices.

Principal, Counselors, SiNC  
Certificated and Classified Staff,  
Equity Team  
Climate Committee

Strategy 2: (optional)

Strategy 3: (optional)


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

Strategy 1: Alignment in use of culturally responsive SEL practices to respond to social-emotional needs of student groups and individuals.

**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><i>30-day plan</i></p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> <li>-Review Panorama, SWIS, and other school-based social-emotional data</li> <li>- Create K-6 survey</li> <li>- Student support team identifies individuals and groups with particular needs</li> </ul>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>Panorama SWIS Reports School-based survey Recess Reports Attendance</p>
<p><i>60-day plan</i></p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> <li>-Professional development and alignment of tier one resources: <i>Second Step K-6 weekly lessons, Responsive Classroom circles, PBIS and culturally responsive practices</i></li> <li>-Professional development for student support team and alignment of tier two resources: <i>Zone of Regulation, recess support club, check-in/check-out, and student-goal setting</i></li> </ul>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>Classroom observations Recess Observations Student Support Team Tracking Professional Development Calendar</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"> <li>-Professional development for all staff on tier two resources and practices: <i>Zone of Regulation, recess support club, check-in/check-out, and student-goal setting</i></li> <li>- Review of data, reflection and adjustment/refinement of practices.</li> </ul>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>Panorama SWIS Reports School-based survey Recess Reports Attendance Classroom observations Recess Observations Student Support Team Tracking Professional Development Calendar</p>

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

 *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.**

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

Name:	Role:
Melissa Somoza	Principal
Denise Mullins, Corey Anderson, Bonnie Sheehan	Student Support Team (Counselors, SInC and Admin Team)
ILT Members	Grade level team and program representatives
PTSA Board	Parent perspective
Equity Team	Parent/community perspective and equity lens

### Links to supporting documents

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