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	2021-2022
Our School Name	Madrona K-8

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.

Madrona K-8 school fosters continuous student progress in a multi age structure where students, teachers, and families are able to build positive relationships over multiple years. The multi age approach provides staff with the opportunity to deepen the understanding and knowledge of each student as a whole and unique individual. Our highly collaborative staff and involved parent community build strong

partnerships for supporting students and providing them with a project based, arts rich learning experience. Through multiple school programs, students have opportunities to mentor younger students and build leadership skills. While some of these learning experiences have been changed or paused during COVID-19, the community is committed to reengaging the practices that have enriched whole child student learning.

2021-2022 Student Demographics

Female	52.6%
Gender X	0.2%
Male	47.2%

American Indian/Alaska Native	0.2%
Asian	13.5%
Black/African American	4.7%
Hispanic/Latino of any race(s)	11.4%
Two or More Races	12/9%
White	57.3%

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. ***Please ensure the data that you used to inform your SIP are listed and delete data sources that you did not use.***

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 professional development topics, attendance
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
Instructional Excellence (and student learning)	● Homeroom: Grades K-12 iReady, 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) ● Classroom walkthrough tool focused on high-leverage Tier 1 strategies - conferring, small group learning, consistent use of guaranteed viable curriculum.

We are currently in the Fall 2021 iReady assessment window and do not yet have all of the data. Therefore this data is from the iReady End of Year Overall, 2020-2021. As assessments are completed we will use the updated information to reflect and revise.

1st Grade	Math	ELA
Below Grade Level	12%	5%
Early Grade Level	2%	11%
Mid to Above Grade level	86%	84%

2nd Grade	Math	ELA
Below Grade Level	41%	25%
Early Grade Level	21%	15%
Mid to Above Grade level	38%	60%

3rd Grade	Math	ELA

	42%	31%
Below Grade Level	42%	31%
Early Grade Level	22%	22%
Mid to Above Grade level	36%	47%

4th Grade	Math	ELA
Below Grade Level	34%	18%
Early Grade Level	32%	23%
Mid to Above Grade level	34%	59%

5th Grade	Math	ELA
Below Grade Level	67%	14%
Early Grade Level	28%	21%
Mid to Above Grade level	5%	65%

6th Grade	Math	ELA
Below Grade Level	52%	52%
Early Grade Level	29%	20%
Mid to Above Grade level	17%	27%

7th	Math	ELA
Below Grade Level	48%	28%
Early Grade Level	23%	19%
Mid to Above Grade level	29%	53%

8th	Math	ELA
Below Grade Level	44%	35%
Early Grade Level	27%	22%
Mid to Above Grade level	29%	43%

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?

Many students are at grade level in reading and math. Disproportionate data have been noticed and examined in students with disabilities, multilingual learners, students from low income backgrounds, and students of color. That information has informed the goals chosen as we work toward knowing our students and understanding our data, both global and granular, at a deeper level.

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

Our building leadership teams have reviewed the SIP goals and the creation of next steps. We will continue to engage with our families and students in order to make thoughtful and intentional course corrections 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?

Over the last six years, we have seen inconsistent growth in student achievement in core content areas such as reading and math. High quality teaching and learning aligned to CCSS standards and student data informed teaching practices are needed more so than ever due to the challenges of the pandemic. Social Emotional wellness is a growing need now more than ever as students return to in person learning and is an essential component of student success at any time. Students' sense of belonging has a direct impact on their ability to thrive and demonstrate academic growth.

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

Having many pathways for gathering data to know students fully, dedicating time to analyzing that information, and using that information to guide instructional decisions will lead to a greater sense of belonging and wellbeing for all students, especially those who have experienced high levels of challenge in engagement and academic success. Madrona's goals will focus on a theme of knowing all of our students fully, leading to higher levels of engagement, increased access to instructional excellence, and more equitable outcomes for all 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)

All students in grades 1-8 at Madrona K-8 who do not meet standard in Reading will achieve their "expected growth" goal each year for the next three years as measured by the I-Ready and Running Records assessment.

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

If we provide consistent, aligned, and differentiated small group instruction informed by student data, then students will be able to read at grade level standards over time.

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: Consistent, aligned, and differentiated small group instruction informed by student data, including analysis and redesign of instruction to meet student needs.	Principal and classroom teachers.
Strategy 2: *(optional)*	
Strategy 3: *(optional)*	

How will we know that the strategy is working?

Strategy 1: Growth in student assessment data. Evidence of differentiated and fluid small group instruction during core reading would be visible.

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? ● Teachers will receive iReady PD ● Administer the assessments as stated in the district assessment calendar. ● Plan for future teacher PD (site-based) ● Principal learns teaching and learning practices at Madrona	*What evidence or data will we review? (e.g., implementation and/or outcome data)* Analyzing iReady data Analyzing Running Record data Acadience SBA Student self reflection regarding growth
60-day plan	What does this look like in action? ● Teacher needs assessment shared regarding the reading curriculum and workshop teaching model. ● Principal utilizes learning walk tools to provide feedback regarding small group instruction. ● Data team meetings to differentiate small groups. ● Implement small group differentiated instruction ● Share a balanced literacy framework with classroom teachers (PD).	*What evidence or data will we review? (e.g., implementation and/or outcome data)* Analyzing iReady data Running Records SBA Student self reflection regarding growth
90-day plan	What does this look like in action? ● Continue implementation of small group instruction and next steps. ● Plan and implement course corrections.	*What evidence or data will we review? (e.g., implementation and/or outcome data)*

	• Principal continues to provide timely, specific, and actionable feedback regarding small group instruction.	Analyzing iReady data Running Records Student self reflection regarding growth

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 2: (SMARTIE goal here)

All students in grades 1-8 at Madrona K-8 who do not meet standard in Math will achieve their "expected growth" goal each year for the next three years as measured by the I-Ready assessment.

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

If we provide consistent, aligned, and differentiated small group instruction informed by student data, then students will be at grade level standards over time.

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:
   Strategy 1: Growth in student assessment data. Evidence of
   differentiated, fluid small group instruction and broad range, high
	Principal and classroom
	teachers.

impact whole group instruction during core math instruction would be visible.	
Strategy 2: *(optional)*	
Strategy 3: *(optional)*	

How will we know that the strategy is working?		
Strategy 1: Growth in student assessment data. Evidence of differentiated and fluid small group instruction during core math would be visible.		
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?* • Teachers will receive iReady PD • Administer the assessments as stated in the district assessment calendar. • Plan for future teacher PD (site-based) • Principal learns teaching and learning practices at Madrona	*What evidence or data will we review? (e.g., implementation and/or outcome data)* Analyzing iReady data SBA Curriculum based assessments Observation and analysis of daily student work Student self-reflection regarding growth
60-day plan	*What does this look like in action?* • Teacher needs assessment shared regarding the math curriculum and classroom teaching models.	*What evidence or data will we review? (e.g., implementation and/or outcome data)* Analyzing iReady data SBA

	• Principal utilizes learning walk tools to provide feedback regarding small group instruction. • Data team meetings to differentiate small groups. • Implement small group differentiated instruction • Share math progression information with classroom teachers (PD).	Curriculum based assessments Observation and analysis of daily student work Student self reflection regarding growth
90-day plan	*What does this look like in action?* • Continue implementation of small group instruction and next steps. • Plan and implement course corrections. • Principal continues to provide timely, specific, and actionable feedback regarding small group instruction.	*What evidence or data will we review? (e.g., implementation and/or outcome data)* Analyzing iReady data SBA Curriculum based assessments Observation and analysis of daily student work Student self reflection regarding growth

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: (SMARTIE goal here)

Between Fall 2021 and Spring 2024, all students at Madrona will show growth in their sense of belonging to Madrona as measured by Panorama and site-based surveys.

Theory of action *(Please use "If and then" statements to explain how your strategy or strategies* will achieve this goal)
If we provide opportunities to share and honor one another's story during core classes then students will feel a sense of connectedness and belonging to each other and Madrona school.

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: Increase feeling of connectedness between students and students and staff through intentional learning during core instruction. Sharing and honoring everyone's story will be included in core classroom learning.	All staff.
Strategy 2: *(optional)*	
Strategy 3: *(optional)*	

How will we know that the strategy is working?		
Strategy 1: Less discipline and conflict between students and students and staff.		
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?* ● Staff will model strategies and practices, including sharing their own stories, for getting to know students and each other in regular staff meetings. ● Plan for Responsive Classroom/Second Step differentiated professional development.	*What evidence or data will we review? (e.g., implementation and/or outcome data)* Panorama Wellness Screener Social Emotional Learning Survey Discipline referral data
60-day plan	*What does this look like in action?* ● Regular Second Step/Responsive Classroom lessons observable in classrooms	*What evidence or data will we review? (e.g., implementation and/or outcome data)* Panorama Wellness Screener

	• Analyze entry points in the curriculum to build and assess pathways for staff to get to know students and students to connect with each other. • Opportunity for learning walks allowing teachers to model and share practices.	Social Emotional Learning Survey Discipline referral data Student and family empathy interviews
90-day plan	*What does this look like in action?* • Plan and implement course corrections. • Principal continues to provide timely, specific, and actionable feedback regarding small group instruction.	*What evidence or data will we review? (e.g., implementation and/or outcome data)* Panorama Wellness Screener Social Emotional Learning Survey Discipline referral data Student and family empathy interviews

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:

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