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	Maplewood Parent Cooperative

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.

We believe students who have a critical understanding of their world and their place in it are prepared to use academic tools to transform their world for the better. At Maplewood Parent Cooperative, parents/families and staff work together to provide the best education possible for our children, utilizing their many diverse skills. We strive to foster a family-orientated program where children, teachers, and

parents/families are equal participants in an enriched environment that nurtures a life-long love of learning and respects the uniqueness of each individual.

We acknowledge the need to work to ensure educational justice for all of our students. In partnership, we are working to create learning opportunities for our community to that end.

Demographic Information

Students who identify as...				
Female (197)	44.1%		American Indian/Alaskan Native (1)	0.2%
Male (249)	55.8%		Asian (56)	12.5%
Student Services			Black (41)	9.1%
			Hispanic/Latino Ethnicity (26)	5.8%
504 Plans of Accommodation			Multiracial (49)	10.9%
Individual Education Plans (57)	12.8%		Native Hawaiian/Other Pacific Islander (1)	0.2%
Multilingual Learners (15)	3.3%		White (272)	60.9%

Amharic, American Sign Language, alternative augmentative communication, English, Greek (modern), Korean, Russian, Serbo-Croatian, Spanish, Tigrinya and Vietnamese are spoken by students and their families. Tigrinya is the second most spoken language after English.

Section 2. Vision and Mission

Our Equity, Engagement, and Excellence (E$_3$ 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.*
Engagement (such as school culture and climate)	● *Skyward: Student attendance (percent regular attenders)* ● *Panorama student survey data* ● *School-Wide Instruction System*
Instructional Excellence (and student learning)	● *Skyward: Enrollment in advanced courses and specialized programs; grade level on-track indicators* ● *Homeroom: Grades K-12 i-Ready, Grades 1-6 Running records; Grade K-8 Acadience (Dyslexia Screener)* ● *OSPI state assessments: Grade K: WaKIDS; grades 3-8: SBA or WA-AIM math*

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?

Teachers continued to collaborate during the pandemic to reflect on instructional practices, student engagement, and students' learning progressions. Teachers effectively used the learning management platforms as well as district-adopted curriculum and resources. The learning support team worked in collaboration with general education teachers to support students identified for receiving special education and learning assistance services. They implemented district-adopted intervention materials to accelerate growth and mitigate achievement gaps.

It is difficult to identify special needs as valid and reliable data sources were limited due to remote learning conditions.

Baseline data from fall 2021 was used to set reading, math, and engagement goals. Psychological first aid instruction is necessary as evidenced by Panorama reports, observation, and home-school connections.

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

A variety of stakeholders were not involved in creating this plan due to limited time with staff and families. In addition to staff, I would like to utilize existing relationships with parent/family partners who participate

in the Equity Team and Parent Education Cooperative Board to support ongoing changes as this is a dynamic plan. The principal, with support from the Assessment, Evaluation, and Research department will lead mini-data literacy lessons quarterly. Staff, members of the Equity Team, and members of the Parent Education Cooperative Board will monitor the plan quarterly and provide feedback for continuous 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?
Our goal as a school is to support the strategic plan by increasing engagement through increasing students' senses of belonging. We must work in partnership with families in order to learn each student's story, strength and need.

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 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 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 2021 and Spring 2024, students in grades 1-6 who are multi-lingual learners will show 3% scale score growth during the next 3 years as measured by i-Ready showing improvement in their abilities to develop and strengthen reading comprehension.

***Theory of action** (Please use "If and then" statements to explain how your strategy or strategies will achieve this goal)*
If students who are multilingual learners receive differentiated and fluid small group instruction during core English/Language Arts instruction, then they will develop and strengthen reading comprehension skills.

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: Differentiated and fluid small group reading instruction during core teaching K-8.	Principal Classroom teachers
Strategy 2: *(optional)*	
Strategy 3: *(optional)*	

How will we know that the strategy is working?
Strategy 1: Differentiated and fluid small group reading instruction during core teaching K-8. Students will show growth in their reading comprehension as measured by i-Ready, Running Records, and curriculum-based assessments. Students will engage in differentiated and fluid small group instruction based on progress monitoring data. Teachers will review students' English/Language Arts data to inform their teaching practices and formation of small groups.
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?* ● i-Ready professional development provided for teachers. ● Teachers will administer Running Records and Acadience. ● Reinforce student reading stamina through observation of independent reading time during the workshop model. ● Identify elements of effective differentiated and small group instruction to create a learning walk observational tool.	*What evidence or data will we review? (e.g., implementation and/or outcome data)* i-Ready Running Records Acadience District-adopted curriculum and supplemental resources

60-day plan	**What does this look like in action?** ● Create a learning walk schedule. ● Principal provides feedback regarding the use of the district adopted curriculum and supplemental resources to provide future support and recognize student outcomes of underserved populations. ● Review student assessment data and create small groups. ● Provide differentiated support for struggling learners during core reading instruction. ● Plan for future mid-course corrections based on student data.	*What evidence or data will we review? (e.g., implementation and/or outcome data)* i-Ready Running Records Acadience District-adopted curriculum and supplemental resources
90-day plan	*What does this look like in action?* ● Use the learning walk observation tool to monitor progress and provide feedback. ● Make shifts in small groups based on progress monitoring data.	*What evidence or data will we review? (e.g., implementation and/or outcome data)* i-Ready Running Records Acadience District-adopted curriculum and supplemental resources

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

📄 *SIP Reflect and Revise Summary*

SIP Goal 2: (SMARTIE goal here)

Between Fall 2021 and Spring 2024, students in grades K-8 will show 3% yearly achievement in at grade level math standards during the next three years as measured by SBA, I-Ready and curriculum embedded assessments.

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

If students in grades K-8 receive fluid small group instruction during core math instruction, then they will develop and strengthen number and operation skills.	
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: Fluid small group math instruction during core teaching K-8.	Principal Classroom teachers
Strategy 2: *(optional)*	
Strategy 3: *(optional)*	

How will we know that the strategy is working?		
Strategy 1: Fluid small group math instruction during core teaching K-8. Students will grow in their math number and operations skills as measured by i-Ready, Delta Math and curriculum-based assessments. Students will engage in fluid small group instruction based on progress monitoring data. Teachers will review students' math data to inform their teaching practices and formation of small groups.		
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?* ● i-Ready professional development provided for teachers. ● Teachers will administer Running Records and Acadience.	*What evidence or data will we review? (e.g., implementation and/or outcome data)* i-Ready TenMarks Math Acadience

		District-adopted curriculum-based assessments
	● Reinforce student reading stamina through observation of independent reading time during the workshop model. ● Identify elements of effective differentiated and small group instruction to create a learning walk observational tool.	
60-day plan	*What does this look like in action?* ● Create a learning walk schedule. ● Principal provides feedback regarding the use of the district adopted curriculum and supplemental resources to provide future support and recognize student outcomes of underserved populations. ● Review student assessment data and create small groups. ● Provide differentiated support for struggling learners during core reading instruction. ● Plan for future mid-course corrections based on student data.	*What evidence or data will we review? (e.g., implementation and/or outcome data)* i-Ready Delta Math Acadience District-adopted curriculum-based assessments
90-day plan	*What does this look like in action?* ● Use the learning walk observation tool to monitor progress and provide feedback. ● Make shifts in small groups based on progress monitoring data.	*What evidence or data will we review? (e.g., implementation and/or outcome data)* i-Ready Delta Math Acadience District-adopted curriculum-based assessments

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📄 *SIP Reflect and Revise Summary*

SIP Goal 3: (SMARTIE goal here)

Between fall 2021 and spring 2024, all students K-8 will grow their sense of belonging each year for the next three years 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 staff know each student's story, strength and need then students will feel a sense of belonging to Maplewood Parent Cooperative.	

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: Explicit psychological first aid instruction K-8. Explicit psychological first aid instruction K-8. Students will engage in activities to improve their sense of belonging through supportive relationships. Students will grow in their sense of belonging as measured by Panorama, social-emotional learning, attendance and SWISS data. Teachers will implement welcoming/inclusion activities, engaging strategies/brain breaks/transitions, and optimistic closures.	All staff
Strategy 2: *(optional)*	
Strategy 3: *(optional)*	

How will we know that the strategy is working?		
Strategy 1: Explicit psychological first aid through schoolwide instruction. Students will grow in their sense of belonging as Panorama, social-emotional learning, attendance and SWISS data. Students will engage in activities to improve their sense of belonging through supportive relationships. Teachers will implement welcoming/inclusion activities, engaging strategies/brain breaks/transitions, and optimistic closures.		
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?*
	
	   ● Collect baseline data from fall 2021.
	   ● Identify trends.
		What evidence or data will we review? (e.g., implementation and/or outcome data)

		Panorama Social emotional learning curriculum Attendance School-Wide Information System
60-day plan	*What does this look like in action?* ● Participate in professional development provided by the principal and Student Intervention Coordinator. ● Staff will select lessons focused on welcoming/inclusion activities, engaging strategies/brain breaks/transitions, and optimistic closures.	*What evidence or data will we review? (e.g., implementation and/or outcome data)* Panorama Social emotional learning curriculum Attendance School-Wide Information System
90-day plan	*What does this look like in action?* ● Teachers will deliver lessons focused on welcoming/inclusion activities, engaging strategies/brain breaks/transitions, and optimistic closures. ● Review data. ● Provide differentiated support for students who would benefit from more adult support. ● Plan for future mid-course corrections based on student data.	*What evidence or data will we review? (e.g., implementation and/or outcome data)* Panorama Social emotional learning curriculum Attendance School-Wide Information System

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📄 *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:
	Members of the Equity Team (family)

Katie Bilanko	Parent & Grade 4 Teacher
Karen Hogue	Learning Assistance Program/Reading Teacher
	Members of the Parent Cooperative Education Program Board (family)
Michelle Jacobs Mathis	Principal
Nanette Peppin	Grade 3 Teacher
Katy Renz	Grade 4 Teacher
Jamie Samione	Grade 2 Teacher
Jill Samione	Student Intervention Coordinator
Mary Sison	Psychologist

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