



# 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	Meadowdale 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.**

Meadowdale Elementary is a richly diverse school with just under half the student population qualifying for free/reduced lunch. Our recent professional development has intentionally been focused on equity and culturally responsive teaching. Several strategies have been sharee amongst the staff. Three years

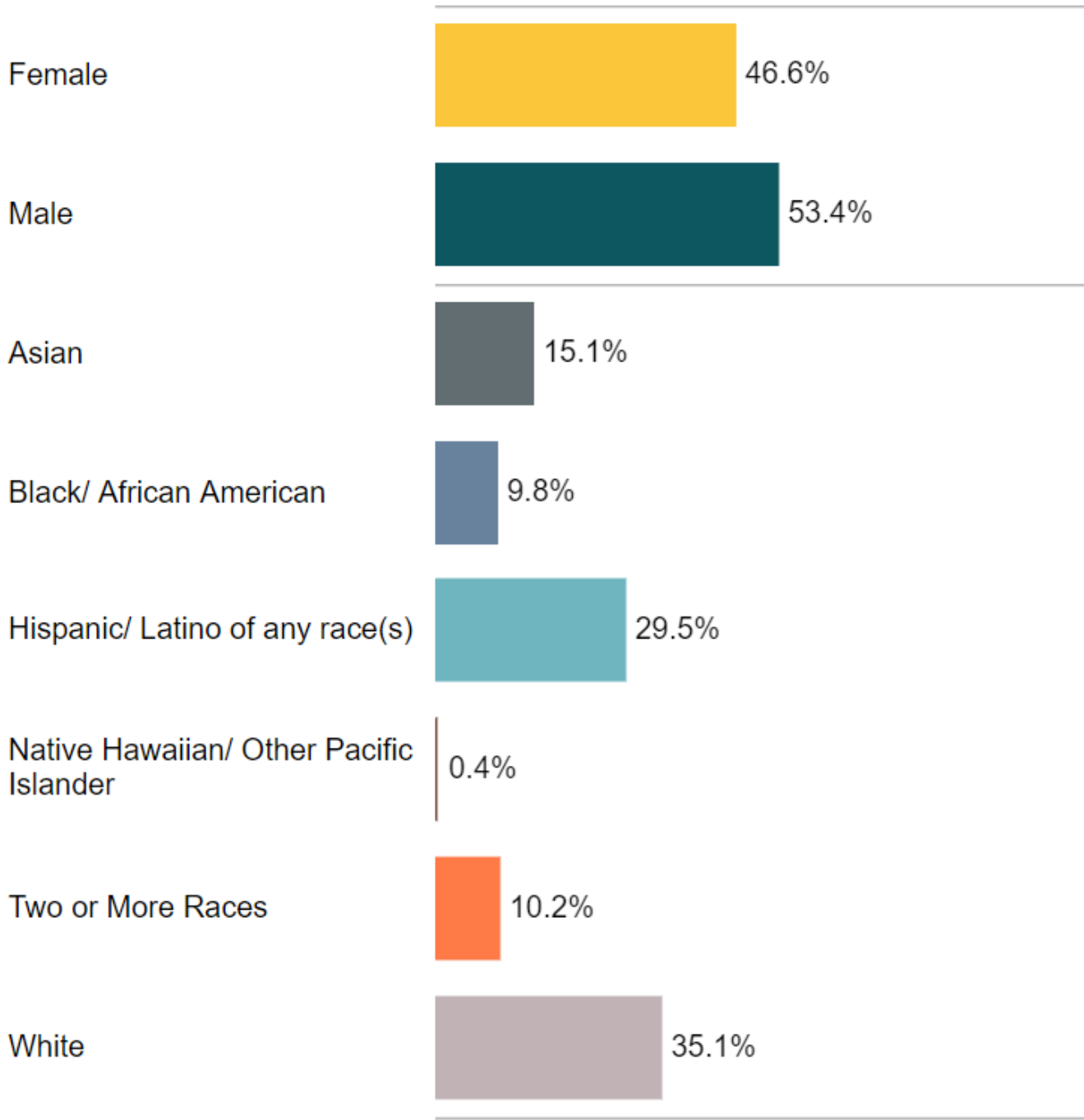
ago we completed a two year professional development series on math instruction. We took a deep dive into what quality math instruction looks like from both the teacher moves and what students are being asked to do. The main strategies learned were to ensure that students were being given tasks that provided cognitive demand for each one of them (staff learned what a high cognitive demand task entails), multiple strategies are encouraged to be used, and that the teacher took on more of a facilitator role. The professional development strategies we learned in math were easily transferable to all other academic areas and ones we continue to use today.

We also have a high functioning Title 1/LAP, Multilingual, and Learning Support programs. These programs collaborate with the general education teachers and strive to work in concert to provide the most effective interventions to students who are exhibiting academic struggles.

Many efforts are made to collaborate and seek input from the families we serve. We love input from families and use translation and interpreter services to ensure we are communicating as effectively as possible.

Here is the breakdown of our rich diversity:

# Meadowdale Elementary 2020-21



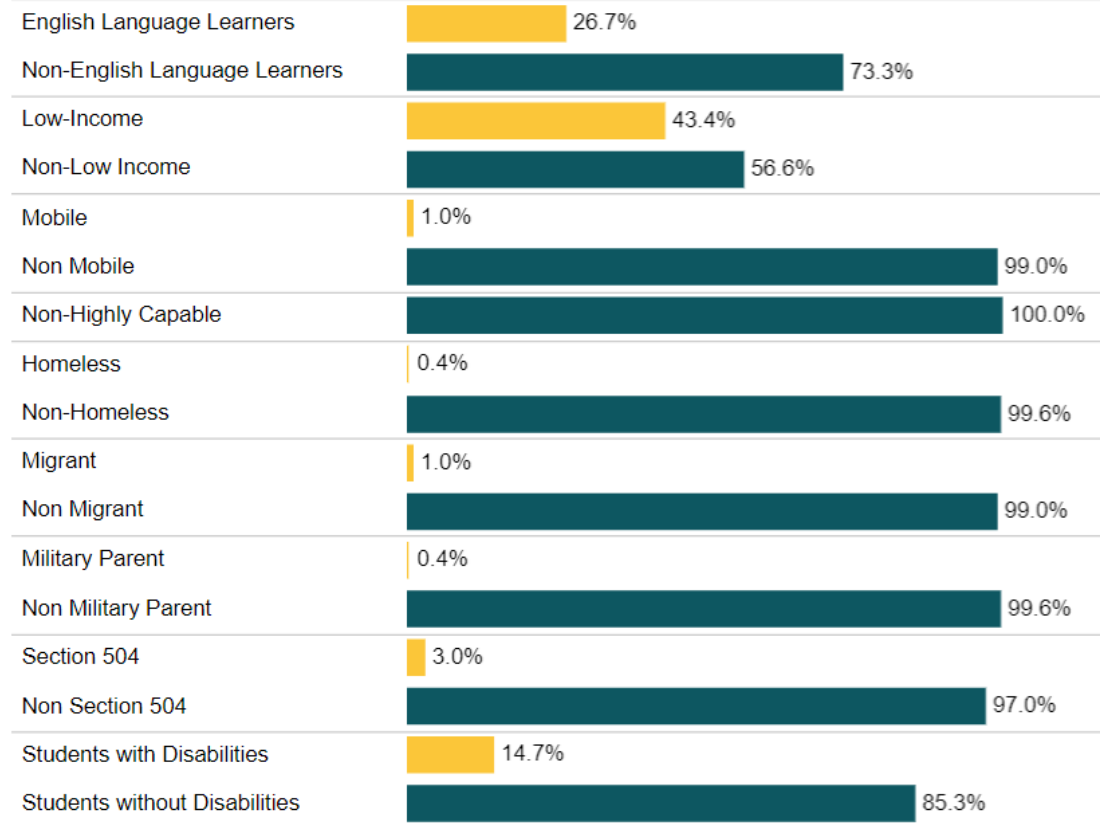
## Section 2. Vision and Mission

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

**Data and Stakeholder Engagement Summary**

<p><b>E<sub>3</sub> Category</b></p>	<p>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><i>Running Records, I-Ready, SBA, and Panorama Wellness Screener are the data sources that will be used.</i></b></p>
<p><b><i>Equity</i></b> (such as student demographics)</p>	<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> </ul>

## Meadowdale Elementary 2020-21



- *District data stored on Skyward, Homeroom, and Panorama will also be disaggregated by economically disadvantaged, student mobility, and homeless student groups*
- *Please list other data sources used by your school to develop the SIP e.g., number and diversity of community partnerships, student/family focus groups, equity audit results:*
  - *Parent involvement on our school's Equity and Instruction Team*
  - *Monthly Parent Club Meetings*

### 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 (key data points):*  
Panorama Student Competency Measures for Grade 6:

Self-Management: 68% favorable / 20th - 39th percentile

Social Awareness: 61% favorable / 20th - 39th percentile

Learning Strategies: 52% favorable / 20th - 39th percentile

Self-Efficacy: 45% favorable / 0th - 19th percentile

Grit: 44% favorable / 0th - 19th percentile

Growth Mindset: 39% favorable / 0th - 19th percentile

Panorama Student Wellness Measures for Grades 3-6:

Positive Feelings: 68% favorable / 40th - 59th percentile

Supportive Relationships: 56% favorable / 20th - 39th percentile

- *Please list other data sources used by your school to develop the SIP e.g., family surveys, family partnership/volunteer opportunities; activities e.g., clubs, advisories, SEL instruction, and other:*
  - *Focus group meeting for Spanish Speaking Families to learn about the SIP and give input*
  - *Informational Night for families on the I-Ready resources in English and Spanish*
  - *Parent input through the Equity and Instruction Team*
  - *Parent Club meetings where the SIP is shared*

**Instructional Excellence**  
(and student learning)

- *Homeroom: Grades K-12 I-Ready, 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.*
- *Please list other data sources used by your school to develop the SIP e.g., other formative assessments:*

Fall 2021 school-wide Running Record levels data:

Running Record (Independent Reading) Data	% of Latinx students ML identified and at standard in Fall 2021
K Grade	N/A in fall
1 <sup>st</sup> Grade	11% (1 of 9)
2 <sup>nd</sup> Grade	0% (14 of 14)
3 <sup>rd</sup> Grade	0% (18 of 18)
4 <sup>th</sup> Grade	0% (7 of 7)
5 <sup>th</sup> Grade	0% (6 of 6)

Fall 2021 school-wide Reading I-Ready levels:

I-Ready Reading Assessment	% of Latinx students ML identified and at standard in Fall 2021
K	N/A
1 <sup>st</sup> Grade	0% (11 of 11)
2 <sup>nd</sup> Grade	0% (13 of 13)
3 <sup>rd</sup> Grade	0% (16 of 16)

4 <sup>th</sup> Grade	0% (7 of 7)
5 <sup>th</sup> Grade	0% (6 of 6)

Fall 2021 school-wide Reading I-Ready levels:

I-Ready Math Assessment	% of Latinx students ML identified and at standard in Fall 2021
K	N/A
1 <sup>st</sup> Grade	0% (12 of 12)
2 <sup>nd</sup> Grade	0% (13 of 13)
3 <sup>rd</sup> Grade	0% (18 of 18)
4 <sup>th</sup> Grade	0% (7 of 7)
5 <sup>th</sup> Grade	0% (6 of 6)

Spring 2021 school-wide data on Running Record levels:

Running Record (Independent Reading) Data	% of all students at/above standard in Fall 2020	% of students at/above standard in Winter 2021- Goal was 5% growth	% of students at/above standard in Spring 2021 -Goal was 10% growth (except K)	% growth from Fall to Spring - Goal is 10% growth (except K)



K Grade	N/A in fall	51% (out of 51)	35% (out of 55)	-16%
1 <sup>st</sup> Grade	38% (out of 71)	32% (out of 71)	36% (out of 69)	-2%
2 <sup>nd</sup> Grade	14% (out of 77)	16% (out of 75)	18% (out of 72)	4%
3 <sup>rd</sup> Grade	40% (out of 67)	40% (out of 62)	40% (out of 61)	0%
4 <sup>th</sup> Grade	49% (out of 57)	47% (out of 58)	49% (out of 68)	0%
5 <sup>th</sup> Grade	46% (out of 56)	45% (out of 56)	50% (out of 69)	4%
6 <sup>th</sup> Grade	62% (out of 69)	55% (out of 69)	33% (out of 37)	N/A
Average	42% (1 <sup>st</sup> – 6 <sup>th</sup> )	41% (K – 6)	N/A	

Spring 2021 school-wide data on goal of 10% growth on Math I-ready levels:

I-Ready Math Assessment	% of all Students late/mid standard in Fall 2020	% of students late/mid standard in Winter 2021- Goal was 5% growth	% of students late/mid standard in Spring 2021 -Goal was 10% growth (except K)	% growth from Fall to Spring - Goal is 10% growth (except K)
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K	N/A	87% (out of 46)	64% (out of 42)	-23%
1 <sup>st</sup> Grade	26% (out of 58)	34% (out of 55)	34% (out of 59)	8%
2 <sup>nd</sup> Grade	10% (out of 68)	18% (out of 57)	22% (out of 55)	14%
3 <sup>rd</sup> Grade	7% (out of 61)	8% (out of 59)	20% (out of 55)	13%
4 <sup>th</sup> Grade	7% (out of 68)	16% (out of 58)	19% (out of 68)	12%
5 <sup>th</sup> Grade	14% (out of 71)	22% (out of 65)	28% (out of 60)	14%
6 <sup>th</sup> Grade	16% (out of 69)	34% (out of 53)	38% (out of 50)	22%
Average 1 <sup>st</sup> -6 <sup>th</sup>	13%	22%	27%	14%

In examining data from Spring 2021 for our Multilingual Learners (ML) who are Latinx very minimal growth was made school-wide:

Running Records (Independent Reading) Data	% of Latinx students ML identified and at standard in Fall 2020 – Goal was 10% growth by Spring	% of Latinx students who are ML identified at standard in Winter 2021 - Goal was 5% growth from Fall	% of Latinx students who are ML identified at standard in Spring 2021 - Goal was 5% growth from Winter
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K Grade	N/A in fall	100%	12%
1 <sup>st</sup> Grade	0%	0%	0%
2 <sup>nd</sup> Grade	0%	0%	0%
3 <sup>rd</sup> Grade	10%	0%	0%
4 <sup>th</sup> Grade	0%	0%	0%
5 <sup>th</sup> Grade	0%	23%	9%
6 <sup>th</sup> Grade	0%	0%	0%

More growth was made school-wide on the I-Ready Math Assessment for our Multilingual Learners (ML) who are Latinx but there a lot more growth is needed:

I-Ready Math Assessment	% of Latinx students ML identified and at standard in Fall 2020 - Goal was 10% growth by Spring	% of Latinx students who are ML identified at standard in Winter 2021 - Goal was 5% growth from Fall	% of Latinx students who are ML identified at standard in Spring 2021- Goal was 5% growth from Winter
K	N/A	100%	57%
1 <sup>st</sup> Grade	17%	29%	7%
2 <sup>nd</sup> Grade	12%	0%	8%
3 <sup>rd</sup> Grade	0%	0%	0%

4 <sup>th</sup> Grade	0%	11%	0%
5 <sup>th</sup> Grade	7%	8%	0%
6 <sup>th</sup> Grade	0%	0%	25%

When examining the data even deeper for Latinx students who are ML it is consistent with our school-wide data in that more growth is needed in Reading:

Running Records (Independent Reading) Data – Spring 2021	% of all Latinx Students below standard	% of Latinx students who are ML identified	% of Latinx students ML identified and below standard
K	88% (15 of 17)	53% (9 of 17)	100% (9 of 9)
1 <sup>st</sup> Grade	95% (21 of 22)	64% (16 out of 25)	100% (16 out of 16)
2 <sup>nd</sup> Grade	96% (26 of 27)	64% (18 out of 28)	100% (18 out of 18)
3 <sup>rd</sup> Grade	71% (10 of 14)	58% (7 out of 12)	100% (7 out of 7)
4 <sup>th</sup> Grade	100% (13 of 13)	65% (11 out of 17)	100% (11 out of 11)
5 <sup>th</sup> Grade	83% (19 of 23)	69% (11 out of 16)	91% (10 out of 11)
6 <sup>th</sup> Grade	86% (6 of 7)	33% (2 out of 6)	100% (2 out of 2)
Average 1 <sup>st</sup> -6 <sup>th</sup>	88%	59%	99%

When examining the data even deeper for Latinx students who are ML it is consistent with our school-wide data in that more growth is needed in Math:

I-Ready Math Assessment –Spring 2021	% of all Latinx Students below standard	% of Latinx students who are ML identified	% of Latinx students ML identified and below standard
K	38% (5 of 13)	58% (7 out of 12)	43% (3 out of 7)
1 <sup>st</sup> Grade	88% (16 of 18)	64% (14 out of 22)	93% (13 out of 14)
2 <sup>nd</sup> Grade	94% (16 of 17)	60% (12 out of 20)	92% (11 out of 12)
3 <sup>rd</sup> Grade	80% (14 of 14)	60% (6 out of 10)	100% (6 out of 6)
4 <sup>th</sup> Grade	100% (12 of 12)	59% (10 out of 17)	100% (10 out of 10)
5 <sup>th</sup> Grade	90% (18 of 20)	85% (11 out of 13)	100% (11 out of 11)
6 <sup>th</sup> Grade	80% (8 of 10)	50% (4 out of 8)	75% (3 out of 4)
Average	81%	62%	86%

### 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?

#### Strengths:

In examining data from Spring 2021 as a whole school both 2nd and 5th grades increased by 4% in their Independent Reading (Running Record) skills.

As a whole school the average growth on the I-Ready Math Assessment was 14%. 6th grade showed the highest growth at 22%.

The percent of 6th grade students who are Multilingual Learners who are Latinx improved 25% on the I-Ready math assessment from Winter to Spring in 2021.

### Specific Needs:

Our Latinx students, especially those who are also Multilingual Learners, continue to need additional support. This was evident when our school-wide data points were disaggregated to compare the overall performance of the school to just our Multilingual Learners and then just to our Latinx students who are also Multilingual Learners.

In examining data from Fall 2021 0% of Latinx Multilingual Learners met standard on both Reading and Math I-Ready assessments. 11% of Latinx Multilingual Learners met standard on their Running Record (Independent Reading) skills.

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

- SIP is shared at Parent Club meetings and input is welcomed.
- SIP is shared during Equity and Instructional Team meetings where parents are members of the team and input and feedback are welcomed.
- Families were given progress reports of their students in February.
- Students were shown their Running Record levels as well as their I-Ready math reports.
- SIP is shared with staff and teachers are asked to create Student Growth Goals that are connected to a SIP goal.
- Staff meeting time was dedicated to examining strategies used to support Multilingual learners and modify and adjust instruction where needed.

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?

- ML, Title 1/LAP, or LS groups provide 1-on-1 or small group support but more specific interventions in the classroom need to happen. Increased collaboration with ML, Title 1/LAP, or LS teachers needs to happen in order to support instruction in the general educational classroom.
- Inefficient use of the I-Ready program for Tier 2 supports could be a factor.
- Virtual informational nights on how to support students were held in English and Spanish last school year with very low attendance. The virtual format might have been a major deterrent in attendance.
- Need to continue to provide informational nights in both English and Spanish to both inform families about the SIP goals as well as gather input.

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

- Our goal will be to increase Running Record, Reading I-Ready, Math I-Ready, and Math SBA achievement for our Latinx students who are also Multilingual Learners because of the data that showed this opportunity gap of students made very little progress last school year and again this Fall.

*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.

### SIP Goal 1: (SMARTIE goal here)

Latinx students who are also Multilingual Learners will increase by at least 3% as measured by Running Record data moving from 9% of the students at meets or exceeds to 12% and as measured by I-Ready Overall Placement Reading Levels moving from 0% of the students at mid or above grade level to 3%.

#### *Theory of action*

If we, as staff, students, and community, in a growth mindset culture, engage in learning opportunities through a PLC structure to study, understand, and implement strategies to improve quality learning opportunities for Latinx students who are also Multilingual Learners, while using an equity lens and culturally relevant instructional strategies, then we will achieve a 3% growth in reading.

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

Strategies we will complete this year	Person or team responsible
Strategy 1: Create a master schedule that includes assigned learning blocks of literacy and math instruction for each grade level so that Learning Support, Multilingual Learner, and Title 1/LAP groups are not scheduled during core instruction.	Dan Davis Kate Nichols Dustin Geveshausen Britni Chabot Mackenzie Wilkins Karen Harns Nicole Hill
Strategy 2: Create a google spreadsheet for each teacher to track progress of their Latinx and Multilingual Learners.	All classroom teachers
Strategy 3: Provide PLC during staff meetings so that grade levels can meet with each other and as needed with the Learning Support, Multilingual Learner, and/or Title 1/LAP teachers.	Principal Gen ed teachers

	Support staff teachers
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**How will we know that the strategy is working?**

Strategy 1: A schedule is created and followed  
 Strategy 2: A spreadsheet is created, completed, and revisited throughout the school year  
 Strategy 3: PLC time is provided throughout the school year and competing staff meeting agenda items are handled via email

**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)?**

<i>30-day plan</i>	<p><i>What does this look like in action?</i></p> <p><i>Master Schedule is created</i></p> <p><i>Spreadsheet is completed by each teacher</i></p> <p><i>Running Records assessment have started</i></p> <p><i>I-Ready assessments have started</i></p>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>Checking to see that the spreadsheet is completed</p>
<i>60-day plan</i>	<p><i>What does this look like in action?</i></p> <p><i>Running Records assessment have been completed</i></p> <p><i>I-Ready assessments have been completed</i></p> <p><i>I-Ready facilitator trains staff on how to use diagnostic data to plan individual and small group learning path instruction</i></p> <p><i>Technology coach assigned to MDE will work with grade levels as needed in analyzing classroom data to inform individual and/or small group interventions</i></p> <p><i>ML, Title/LAP, and LS teachers plan with gen ed teachers how to best provide push in and/or pull out services</i></p>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p><i>Running Records data</i></p> <p><i>I-Ready data - analyzing individual learning paths</i></p>



	<i>PLC meetings have occurred during multiple staff meetings to discuss interventions and implementation based off of data</i>	
<i>90-day plan</i>	<p><i>What does this look like in action?</i></p> <p><i>Running Records assessment from Fall to Winter have been analyzed</i></p> <p><i>I-Ready assessments from Fall to Winter have been analyzed</i></p> <p><i>Technology coach assigned to MDE will work with grade levels as needed in analyzing classroom data to informal individual and/or small group interventions</i></p> <p><i>ML, Title/LAP, and LS teachers plan with gen ed teachers how to best provide push in and/or pull out services</i></p> <p><i>PLC meetings have occurred during multiple staff meetings to discuss interventions and implementation based off of data</i></p>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p><i>Running Records data</i></p> <p><i>I-Ready data</i></p> <p><i>Strategies listed on spreadsheet</i></p>
<p> <i>SIP Reflect and Revise Summary</i></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.**

**SIP Goal 2: (SMARTIE goal here)**

Latinx students who are also Multilingual Learners will increase by at least 3% as measured by the I-Ready Overall Placement Math Levels moving from 0% of the students at mid or above grade level to 3% and as measured by Math SBA data (awaiting Fall data from OSPI).

***Theory of action***

If we, as staff, students, and community, in a growth mindset culture, engage in learning opportunities through a PLC structure to study, understand, and implement strategies to improve quality learning opportunities for Latinx students who are also Multilingual Learners, while using an equity lens and culturally relevant instructional strategies, then we will achieve a 3% growth in math.

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

Strategies we will complete this year	Person or team responsible
Strategy 1: Create a master schedule that includes assigned learning blocks of literacy and math instruction for each grade level so that Learning Support, Multilingual Learner, and Title 1/LAP groups are not scheduled during core instruction.	Dan Davis Kate Nichols Dustin Geveshausen Britni Chabot Mackenzie Wilkins Karen Harns Nicole Hill
Strategy 2: Create a google spreadsheet for each teacher to track progress of their Latinx and Multilingual Learners.	All classroom teachers
Strategy 3: Provide PLC during staff meetings so that grade levels can meet with each other and with the Learning Support, Multilingual Learner, and/or Title 1/LAP teachers.	Principal Gen ed teachers Support staff teachers

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

Strategy 1: A schedule is created and followed


Strategy 2: A spreadsheet is created, completed, and revisited throughout the school year

Strategy 3: PLC time is provided throughout the school year and competing staff meeting agenda items are handled via email

**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> <p><i>Master Schedule is created</i></p> <p><i>Spreadsheet is completed by each teacher</i></p> <p><i>Fall Math SBA has been administered</i></p> <p><i>I-Ready assessments have started</i></p>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>Checking to see that the spreadsheet completed</p>
<p><i>60-day plan</i></p>	<p><i>What does this look like in action?</i></p> <p><i>Fall Math SBA has been completed and analyzed</i></p> <p><i>I-Ready assessments have been completed</i></p> <p><i>I-Ready facilitator trains staff on how to use diagnostic data to plan individual and small group learning path instruction</i></p> <p><i>Technology coach assigned to MDE will work with grade levels as needed in analyzing classroom data to inform individual and/or small group interventions</i></p> <p><i>ML, Title/LAP, and LS teachers plan with gen ed teachers how to best provide push in and/or pull out services</i></p> <p><i>PLC meetings have occurred during multiple staff meetings to discuss interventions and implementation based off of data</i></p>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p><i>I-Ready data - analyzing individual learning paths</i></p> <p><i>SBA data</i></p>

<p><i>90-day plan</i></p>	<p><i>What does this look like in action?</i></p> <p><i>Running Records assessment from Fall to Winter have been analyzed</i></p> <p><i>I-Ready assessments from Fall to Winter have been analyzed</i></p> <p><i>Fall Math SBA data has been analyzed compared to I-Ready math data</i></p> <p><i>Diagnostic data used to plan/revise individual and small group instruction</i></p> <p><i>Technology coach assigned to MDE will work with grade levels as needed in analyzing classroom data to informal individual and/or small group interventions</i></p> <p><i>ML, Title/LAP, and LS teachers plan with gen ed teachers how to best provide push in and/or pull out services</i></p> <p><i>PLC meetings have occurred during multiple staff meetings to discuss interventions and implementation based off of data</i></p>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p><i>I-Ready data</i></p> <p><i>SBA data</i></p> <p><i>Strategies listed on spreadsheet</i></p>
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 *SIP Reflect and Revise Summary*

**SIP Goal 3: (SMARTIE goal here)**

Students will increase their social/emotional skills by at least 5% as measured by the Panorama Survey moving from an average of:

58% to 63% on the student competency measures for 3rd - 5th grades

52% to 57% on the student competency measures for 6th grade

71% to 76% on the student wellness measures for 3rd - 6th grades

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

If we, as staff, students, and community, in a growth mindset culture, engage in learning opportunities through a PLC structure to study, understand, and implement social and emotional strategies to improve quality learning opportunities for all students, while using an equity lens and culturally relevant instructional strategies, then we will achieve an average growth rate in students' social skills by at least 5%.

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

Strategies we will complete this year	Person or team responsible
Strategy 1: Ensure that all students take the survey	Principal Classroom Teachers
Strategy 2: During a staff meeting, teachers will examine their classroom data and create strategies with input from the Panorama Playbook and school psychologist/counselor if needed. Teachers will complete a google document to list their interventions.	Classroom Teachers School Psychologist/Counselor
Strategy 3: <i>(optional)</i>	


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

Strategy 1: Check data throughout survey window to ensure participation.  
 Strategy 2: Staff meeting time has been used to compare survey data 3 times throughout the school year and interventions are recorded on a shared google document by each teacher.

***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)?***

<b><i>30-day plan</i></b>	<b><i>What does this look like in action?</i></b>  Ensure that all students take the survey by frequently checking the Panorama website	<b><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></b>  How many students have completed the survey
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<p><i>60-day plan</i></p>	<p><i>What does this look like in action?</i></p> <p>Compare survey data from Spring 2021 to Fall 2021</p> <p>Provide PLC time for teachers to look over their class and grade level data to create interventions as determined by survey results</p> <p>School Psychologist/Counselor supports teachers as needed by providing 1-on-1 counseling, friendship groups, or whole group instruction</p> <p>Technology coach assigned to MDE will work with grade levels as needed in analyzing classroom data to informal individual, small, or whole group interventions</p> <p>Each teacher records interventions on google document</p>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>All survey questions will be reviewed and compared to Spring 2021</p>
<p><i>90-day plan</i></p>	<p><i>What does this look like in action?</i></p> <p>Compare survey data from Fall 2021 to Winter 2022</p> <p>Provide PLC time for teachers to look over their class and grade level data to create/modify interventions as determined by survey results</p> <p>School Psychologist/Counselor supports teachers as needed by providing 1-on-1 counseling, friendship groups, or whole group instruction</p> <p>Technology coach assigned to MDE will work with grade levels as needed in analyzing classroom data to informal individual, small, or whole group interventions</p>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>All survey questions will be reviewed and compared to Fall 2021</p>

	Each teacher records interventions on google document	
 <i>SIP Reflect and Revise Summary</i>		

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:
Dan Davis	Principal
Britni Chabot	ML Teacher and Equity and Instruction Team Member
Tori Daybert	3rd Grade Teacher and Equity and Instruction Team Member
Whitney Evans	PE Teacher and Equity and Instruction Team Member
Kelly Hui	Int. IS Teacher and Equity and Instruction Team Member
Shaun Kerins	3rd Grade Teacher and Equity and Instruction Team Member
Krista Rios	2nd Grade Teacher and Equity and Instruction Team Member
Chelsey Slattum	6th Grade Teacher and Equity and Instruction Team Member
Mayumi Tsukahara	1st Grade Teacher and Equity and Instruction Team Member
Mary Woerner	School Psychologist and Equity and Instruction Team Member

<b>Elizabeth Gebretsadik</b>	<b>Parent and Equity and Instruction Team Member</b>
<b>Selam Habte</b>	<b>Parent and Equity and Instruction Team Member</b>
<b>Rediet Gossa</b>	<b>Parent and Equity and Instruction Team Member</b>

**Links to supporting documents**

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