



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 High School

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.

Strengths and Successes:

- Graduation Rate
 - Overall 90%
 - Section 504 >90%
- 7 Co-Teaching opportunities to support ML and students on IEPs.
- 2 Credit Recovery opportunities to allow students to recover lost credit.
- Peer Tutoring after school Wednesdays and Thursdays.

New opportunities, instructional programs, supports:

- AVID Launch
- Student Intervention Team focused on Tier 1 and 2 Interventions
- Student Care Team focused on Tier 3 Interventions
- Reimagining Achievement Time
- Family Resource Advocate Role
- School Social Worker Role
- Student Assistant Professional Role
- Belonging in Action Initiative



Washington State Summary

Meadowdale High School

6002 168TH ST SW
LYNNWOOD, WA 98037-2799

4254317650

Enrollment

2020-21 school year

1,502



11%

English Learners

37%

Low Income

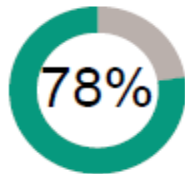
Student Performance

How are we doing getting students to their learning goals?

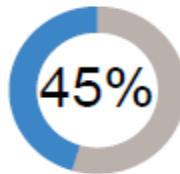
2018-19 school year



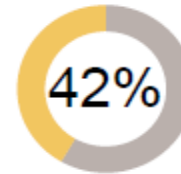
English Language Arts



Math



Science



Met grade level standards on state administered tests

How engaged are our students?



79%

9th Graders on Track to Graduate

2019-20 school year



67%

Took a Dual Credit Course

2019-20 school year



90%

Graduate in 4 years

2019-20 school year

About Our Teachers and Classrooms

2019-20 school year



84

Number of Teachers

65.5%

Have Master's Degree or Higher

15.2

Average Years Experience



20.0

Average Class Size

Finances

2018-19 school year

How much money do we spend on each student?

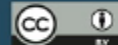
\$11,760

Staff Salary & Benefits

\$1,827

Non-Personnel Costs

Some data is suppressed to protect student privacy and will be represented by N<10, blank fields indicate no data was submitted to OSPI for this district or school. To see more, visit <https://washingtonstatereportcard.ospi.k12.wa.us/> If you have questions or comments, contact ReportCardRedesign@k12.wa.us



Meadowdale High School

2020

	Graduating	Percent Continuing	Percent Dropout
English Language Learners	69.5%	22.0%	8.5%
Non-English Language Learners	93.5%	1.8%	4.7%
Foster Care	N<10	Suppressed: Graduation	Suppressed: Graduation
Non-Foster Care	90.2%	4.8%	5.1%
Homeless	79.2%	4.2%	16.7%
Non-Homeless	90.6%	4.8%	4.5%
Low-Income	82.8%	9.4%	7.8%
Non-Low Income	95.9%	0.9%	3.2%
Non Migrant	89.9%	4.8%	5.3%
Section 504	>90%	Suppressed: Graduation	Suppressed: Graduation
Non Section 504	89.7%	4.9%	5.4%
Students with Disabilities	77.5%	10.0%	12.5%
Students without Disabilities	91.3%	4.2%	4.5%

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.
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-Human Resources Bias Training for Interview Teams</i> ● <i>Staff professional development topics: AVID strategies, attendance, SEL, Grading Practices, Belonging.</i> ● <i>Other data sources used to develop the SIP: AdvancEd Accreditation Report 18-19 SY</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> ● <i>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</i> ● <i>Healthy Youth Survey</i> ● <i>AdvancEd Accreditation Report 18-19 SY</i>
Instructional Excellence (and student learning)	<ul style="list-style-type: none"> ● <i>Skyward: Enrollment in advanced courses and specialized programs; grade level on-track indicators</i> ● <i>Homeroom: Grades K-12 I-Ready,</i> ● <i>OSPI state assessments: Grades 8 and 10: SBA percentage of students who achieved high learning growth; WIDA (ELPA21)</i> ● <i>OSPI high school graduation rates, drop-out rates</i> ● <i>Classroom walkthrough tool focused on high-leverage Tier 1 strategies - conferring, small group learning, consistent use of guaranteed viable curriculum.</i> ● <i>Please list other data sources used by your school to develop the SIP e.g., other formative assessments: OSPI Washington State Report, AdvancEd Accreditation Report 18-19 SY</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?

We will focus on improving the graduation rates for all, but specifically the groups with graduation rates less than 90%. See below:

Graduation Rates:

Strengths	Needs
<ul style="list-style-type: none">● Overall 90%● Section 504 >90%	<ul style="list-style-type: none">● ELL 69.5%● Homeless 79.2%● Low Income 82.8%● SPED 77.5%

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

The following will review and monitor on a regular basis:

- School staff
- Equity Team
- ASB

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?

- COVID-19 pandemic is a potential causal factor to cause the current results.
- Budget Issues impact the ability to proactively plan and implement programs and interventions.

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

SIP Goal 1: Meadowdale High School will increase its overall on-time graduation rate from 90% to 94% by 2026. Special emphasis will be placed on increasing the on-time graduation rates of traditionally underserved populations as defined by OSPI data.

SIP Goal 2: Meadowdale High School will increase its overall on-track for graduation goal with each grade level. Special emphasis will be placed on increasing the on-track for graduation rates of traditionally underserved populations as defined by OSPI data.

SIP Goal 3: Meadowdale High School will increase student engagement by working to increase student participation in clubs and extracurricular activities from 36 % (In 2018/2019 - 552 participants/1532 total students) to 50 %.

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: Meadowdale High School will increase its overall on-time graduation rate from 90% to 94% by 2026. Special emphasis will be placed on increasing the on-time graduation rates of traditionally underserved populations as defined by OSPI data.

Theory of action If Meadowdale High School implements a team of counselors and administrators who meet regularly and are solely responsible for tracking and monitoring 12th graders, then more students will graduate on time.

How will we get the work done?

Strategies we will complete this year	Person or team responsible
Strategy 1: Implementation of AVID.	AVID Site Team, AVID Teacher
Strategy 2: Implementation of credit recovery opportunity	Credit Recovery Teacher, Counselor, Admin, Registrar, IEP Case Managers


Strategy 3: (optional)	
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How will we know that the strategy is working?

Strategy 1: As this is the first year of AVID implementation much of this year's data will be anecdotal. Passage rates of core academic classes from first and second semester for the 2021-22 school year will be evaluated against passage rates for the similar classes from the previous three years.

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> Staff professional development on AVID strategies. Analyze data as a staff.</p>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i> Skyward grades, attendance rates, discipline data.</p>
<i>60-day plan</i>	<p><i>What does this look like in action?</i> Staff professional development on AVID strategies. Analyze quarter grades as a staff. Implement student opportunities for learning (i.e. Tutoring, Semester Wrap Up, Student Intervention Team, etc.)</p>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i> Skyward grades, attendance rates, discipline data.</p>
<i>90-day plan</i>	<p><i>What does this look like in action?</i> Staff professional development on AVID strategies. Analyze semester grades as a staff. Implement student opportunities for learning.</p>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p>

	(i.e. Tutoring, Semester Wrap Up, Student Intervention Team, etc.)	Skyward grades, attendance rates, discipline data.
 <i>SIP Reflect and Revise Summary</i>		

SIP Goal 2: Meadowdale High School will increase its overall on-track for graduation rate with each grade level. Special emphasis will be placed on increasing the on-track for graduation rates of traditionally underserved populations as defined by OSPI data.

Theory of action If teachers in departments analyze course passage rates and identify those courses where students are experiencing the highest rates of failure and if teachers develop specific strategies to support students in those courses earning passing grades, then more students will be on track for graduation at each grade level.

How will we get the work done?

<i>Strategies we will complete this year</i>	Person or team responsible
<i>Strategy 1:</i> The push-in model will be used as a strategy to provide in--class supports in the core general education classes for our EL and Sped populations. Currently, Meadowdale High School has seven classes with six different teams.	Admin Team, Co-Teaching Partners

Strategy 2: Implementation of AVID.	AVID Site Team, AVID Teacher
Strategy 3: Monitor completion of the HSBP/4 year plan.	Counselor Team

How will we know that the strategy is working?		
<p>Strategy 1: As this is the first year of AVID implementation much of this year's data will be anecdotal. Passage rates of core academic classes from first and second semester for the 2021-22 school year will be evaluated against passage rates for the similar classes from the previous three years.</p>		
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>	<i>What does this look like in action?</i> Staff professional development on AVID strategies. Analyze data as a staff.	<i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i> Skyward grades, attendance rates, discipline data.
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<p><i>90-day plan</i></p>	<p><i>What does this look like in action?</i> Staff professional development on AVID strategies. Analyze semester grades as a staff. Implement student opportunities for learning. (i.e. Tutoring, Semester Wrap Up, Student Intervention Team, etc.)</p>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i> Skyward grades, attendance rates, discipline data.</p>
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Please complete the mid- and end-of-year reflect and revise summary using this link.

 [SIP Reflect and Revise Summary](#)

SIP Goal 3: Meadowdale High School will increase student engagement by working to increase student participation in clubs and extracurricular activities from 36 % (In 2018/2019 - 552 participants/1532 total students) to 50 %.

Theory of action If Meadowdale staff increases the engagement of student participation in clubs/extracurricular activities then students will earn better grades, achieve higher standardized test scores, attend school more regularly, and have higher self-esteem.

How will we get the work done?

Strategies we will complete this year	Person or team responsible
Strategy 1: Implementation of AVID.	AVID Site Team, AVID Teacher
Strategy 2: Link Crew	Link Leaders and Advisors
Strategy 3: Jumpstart	Jumpstart Coaches

How will we know that the strategy is working?

Strategy 1: As this is the first year of AVID implementation much of this year's data will be anecdotal. Passage rates of core academic classes from first and second semester for the 2021-22 school year will be evaluated against passage rates for the similar classes from the previous three years.

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>FCCLA Club Fair Analyze data as a staff.</p>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>Skyward grades, attendance rates, discipline data. Panorama data. Data collected from Athletics ASB Director regarding extracurricular involvement. Student Surveys</p>
<p><i>60-day plan</i></p>	<p><i>What does this look like in action?</i></p> <p>Periodic check-ins with club advisors and coaches to see if they're continuing to advertise, recruit to increase student involvement. When administrators and counselors check in with students they will discuss student interests. Analyze quarter grades as a staff. Implement student opportunities for learning (i.e. Tutoring, Semester Wrap Up, Student Intervention Team, etc.) AVID requires extracurricular involvement.</p>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>Skyward grades, attendance rates, discipline data. Panorama data. Data collected from Athletics/ASB Director regarding extracurricular involvement. Student Surveys</p>
<p><i>90-day plan</i></p>	<p><i>What does this look like in action?</i></p> <p>Periodic check-ins with club advisors and coaches to see if they're continuing to advertise, recruit to increase student involvement. When administrators and counselors check in with students they will discuss student interests. Analyze semester grades as a staff. Implement student opportunities for learning.</p>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>Skyward grades, attendance rates, discipline data. Panorama data</p>

	(i.e. Tutoring, Semester Wrap Up, Student Intervention Team, etc.) AVID requires extracurricular involvement.	Data collected from Athletics/ASB Director regarding extracurricular involvement. Student Surveys
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 *SIP Reflect and Revise Summary*

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

Name:	Role:
Dave Shockley	Principal
Deann Anguiano	Assistant Principal
Kim Dreier	Assistant Principal

Links to supporting documents

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