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.

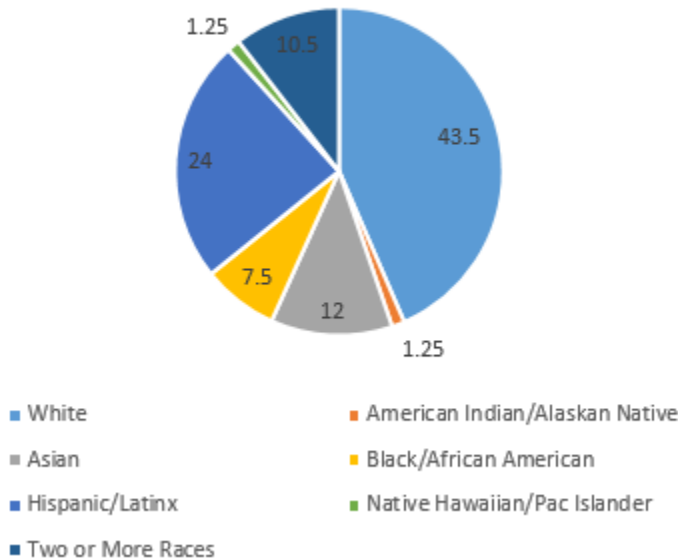| Current School Year	2021-22
Our School Name	Meadowdale Middle School

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.
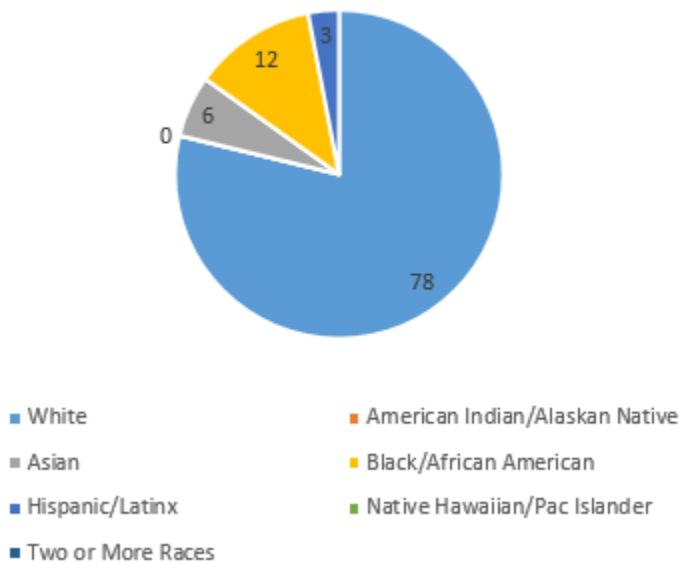
Meadowdale Middle School has 715 students, evenly split into grades 7 and 8. We serve a wide variety of students, with nearly 100 ML Learners, 3 different special education programs, and a population with 40-45% qualifying for free and reduced lunch benefits. Our core values are Community, Growth and Purpose. Our staff emphasizes relationship building with students, community building in their

classrooms, employing a growth oriented approach to teaching and learning, and strong collaboration within departments. We are committed to providing a positive learning environment that is equity based and focused on the consistent use of strong instructional practices and appropriate rigor for all students.

MMS Student Demographics

1.25	10.5
24	43.5
7.5	
12	
	1.25

- ■ White
- ■ Asian
- ■ Hispanic/Latinx
- ■ Two or More Races
- ■ American Indian/Alaskan Native
- ■ Black/African American
- ■ Native Hawaiian/Pac Islander

MMS Staff Demographics

12	3
6	
0	
78	

- ■ White
- ■ Asian
- ■ Hispanic/Latinx
- ■ Two or More Races
- ■ American Indian/Alaskan Native
- ■ Black/African American
- ■ Native Hawaiian/Pac Islander

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 diversity*
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)	● *Skyward: Enrollment in advanced courses and specialized programs; grade level on-track indicators* ● *Homeroom: Grades K-12 I-Ready, Grades 1-8 Running records; Grade K-12 Acadience (Dyslexia Screener)* ● *Classroom walkthrough tool focused on high-leverage Tier 1 strategies - Reading strategies, inquiry strategies, use of iReady*
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?	

At this time our goal areas are focused on our entire student population. We have a large percentage of our students who are 1 or more grade levels below where they should be in Reading and in Math. Our initial focus will be moving as many students back to grade level or above, while also tracking the progress of our historically less successful student populations - students in special education, multilingual education, and students who qualify for free and reduced lunch.

How were stakeholders engaged (e.g., families, students, educators) in an ongoing way, to help create, support and monitor our SIP?
The goals were developed primarily by our Building Leadership Council, and shared with our parent community during our September community meeting. English and Math teachers will conference with students during the year to inform them of their present levels and benchmarks for the next assessment.

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?
We believe that the primary reason for the low performance on our initial assessments was students not being in school for the past year. We also believe that now that they are back in school that we can use some deliberate strategies with all students that will result in rapid growth.

What are the goals that our school will focus on this school year and why?
Our goals will be for student performance in math and reading to be at grade level by the end of the year. If they are not at grade level, our goal is that they grow at least 1.5 grade levels during the year to close the gap. For this to happen we will need to closely monitor student attendance and engagement, use strategic reading strategies across the curriculum, provide differentiated instruction leveraging the use of technology, and employ engaging, collaborative inquiry strategies across the curriculum.

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 the Fall of 2021 and the Spring of 2024, students in grades 7 and 8 will be at or within 1 year of standard on the State ELA SBA. This will vary based upon their starting point as identified using iReady and Fall 2021 SBA scores.

Theory of action (Please use "If and then" statements to explain how your strategy or strategies will achieve this goal)
If all staff at MMS use specific, high leverage reading strategies and students engage in a minimum of 40 minutes of online, differentiated instruction, students will make annual gains in excess of 1 year, closing the gap and getting them to grade level by Grade 9 or 10.

How will we get the work done?	
Strategies we will complete this year	Person or team responsible
Strategy 1: All students will use the AVID "Content Specific Critical Reading" strategy in their classes weekly.	All Instructional Staff
Strategy 2: All MMS students will use iReady Reading for a minimum of 40 minutes per week.	All Homeroom and English teachers

How will we know that the strategy is working?		
Student iReady Math scores will increase on the mid-year and end of year assessments (see chart at bottom). Student SBA Math scores will increase by 15% from Fall 2021 to May 2022.		
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?* *All staff will be trained in the use of the AVID Content Specific Critical Reading strategy. Staff will use this strategy in their instruction with students weekly.*	*What evidence or data will we review? (e.g., implementation and/or outcome data)* This will be observable during classroom walkthroughs and teacher observations.

60-day plan	*What does this look like in action?* *In every class teachers will use the content specific reading strategy with students when they are asked to read informational, fictional or non-fictional texts.*	*What evidence or data will we review? (e.g., implementation and/or outcome data)* The use of this strategy will be observable in observations and classroom walkthroughs. On the January iReady assessment, 50% of students will increase their reading scores by at least 1 grade level. (See chart)
90-day plan	*What does this look like in action?* *In every class teachers will use the content specific reading strategy with students when they are asked to read informational, fictional or non-fictional texts.*	*What evidence or data will we review? (e.g., implementation and/or outcome data)* The use of this strategy will be observable in observations and classroom walkthroughs. On the June iReady assessment, 25% of students will increase their reading scores by at least 1 grade level. (See chart) English/Language Arts Smarter Balanced Assessment scores

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

📄 *SIP Reflect and Revise Summary*

How will we know that the strategy is working?

Student iReady Reading scores will increase on the mid-year and end of year assessments (see chart at bottom). Student SBA Reading scores will increase by 15% from Fall 2021 to May 2022.

Strategy 2: All MMS students will use iReady Reading for a minimum of 40 minutes per week.

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?* On Wednesday and Thursday of every week, and during Tutorial on Fridays, students will work independently on iReady Reading and Math for 20 minutes. Students will complete an additional 20-25 minutes in their English and Math classes.	*What evidence or data will we review? (e.g., implementation and/or outcome data)* English and Math teachers will monitor student use of iReady.
60-day plan	*What does this look like in action?* On Tuesday and Wednesday of every week, students in Homeroom will work independently on iReady Reading and Math for 20 minutes. Students will complete an additional 20-25 minutes in their English and Math classes.	*What evidence or data will we review? (e.g., implementation and/or outcome data)* iReady scores will improve with 50% of students moving "up" one level from where they started the school year. If we meet our target, are there sub groups who are lagging behind other sub groups of students?
90-day plan	*What does this look like in action?* On Tuesday and Wednesday of every week, students in Homeroom will work independently on iReady Reading	*What evidence or data will we review? (e.g., implementation and/or outcome data)*

	and Math for 20 minutes. Students will complete an additional 20-25 minutes in their English and Math classes.	iReady scores will improve with 25% of students moving "up" one level from where they started the school year.
		If we meet our target, are there sub groups who are lagging behind other sub groups of students?

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 the Fall of 2021 and the Spring of 2024, students in grades 7 and 8 will be at or within 1 year of standard on the State Math SBA. This will vary based upon their starting point as identified using iReady and Fall 2021 SBA scores.
Theory of action *(Please use "If and then" statements to explain how your strategy or strategies* will achieve this goal)*   ***If core subject staff at MMS use inquiry based learning strategies and students engage in a minimum of 40 minutes of online, differentiated instruction, students will make annual gains in excess of 1 year, closing the gap and getting them to grade level by Grade 9 or 10.***

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: Students in core subject will use inquiry based learning strategies - such as Costa's Levels of Thinking to Increase Inquiry - weekly in their classes.	Math, Social Studies, Science, English Teachers

Strategy 2: All MMS students will use iReady Math for a minimum of 40 minutes per week.	All Homeroom and Math Teachers.

How will we know that the strategy is working?

Student iReady Math scores will increase on the mid-year and end of year assessments (see chart at bottom). Student SBA Math scores will increase by 15% from Fall 2021 to May 2022.

Strategy 1: Students in core subject will use inquiry based learning strategies - such as Costa's Levels of Thinking to Increase Inquiry - weekly in their classes.

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?* *All staff will be trained in the use of the Costa's Levels of Thinking and related inquiry based learning strategies. Staff will use this strategy in their instruction with students weekly.*	*What evidence or data will we review? (e.g., implementation and/or outcome data)* This will be observable during classroom walkthroughs and teacher observations.
60-day plan	*What does this look like in action?* *Students will regularly use inquiry based learning strategies in core content classes.*	*What evidence or data will we review? (e.g., implementation and/or outcome data)* The use of these strategies will be observable in observations and classroom walkthroughs. iReady scores will improve with 50% of students moving

| | | "up" one level from where they started the school year.

If we meet our target, are there sub groups who are lagging behind other sub groups of students? |
|---|---|---|
| *90-day plan* | *What does this look like in action?*

Students will regularly use inquiry based learning strategies in core content classes. | *What evidence or data will we review? (e.g., implementation and/or outcome data)*

The use of these strategies will be observable in observations and classroom walkthroughs.

iReady scores will improve with 25% of students moving "up" one level from where they started the school year.

If we meet our target, are there sub groups who are lagging behind other sub groups of students? |

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.

How will we know that the strategy is working?

Student iReady Math scores will increase on the mid-year and end of year assessments (see chart at bottom). Student SBA Math scores will increase by 15% from Fall 2021 to May 2022.

Strategy 2: All MMS students will use iReady Math for a minimum of 40 minutes per week.		
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?* On Wednesday and Thursday of every week, and during Tutorial on Fridays, students will work independently on iReady Reading and Math for 20 minutes. Students will complete an additional 20-25 minutes in their English and Math classes.	*What evidence or data will we review? (e.g., implementation and/or outcome data)* English and Math teachers will monitor student use of iReady.
60-day plan	*What does this look like in action?* On Tuesday and Wednesday of every week, students in Homeroom will work independently on iReady Reading and Math for 20 minutes. Students will complete an additional 20-25 minutes in their English and Math classes.	*What evidence or data will we review? (e.g., implementation and/or outcome data)* iReady scores will improve with 50% of students moving "up" one level from where they started the school year. If we meet our target, are there sub groups who are lagging behind other sub groups of students?
90-day plan	*What does this look like in action?* On Tuesday and Wednesday of every week, students in Homeroom will work independently on iReady Reading and Math for 20 minutes. Students will complete an additional 20-25 minutes in their English and Math classes.	*What evidence or data will we review? (e.g., implementation and/or outcome data)* iReady scores will improve with 25% of students moving "up" one level from where they started the school year.

		If we meet our target, are there sub groups who are lagging behind other sub groups of students?

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

📄 *SIP Reflect and Revise Summary*

SIP Goal 3: (SMARTIE goal here)
Student attendance and sense of belonging will increase.

Theory of action *(Please use "If and then" statements to explain how your strategy or strategies* will achieve this goal)*
If we take a deliberate approach to identifying students whose attendance is less than 90%, and/or students who do not feel a sense of belonging at MMS, we will be able to intervene and apply strategies to increase attendance and belonging, resulting in increased academic achievement and mental health for students.

How will we get the work done?

Strategies we will complete this year	Person or team responsible
Strategy 1: We will implement a "House" structure with community building activities to make the school feel smaller and allow every student to feel like they belong to a group at MMS.	All staff at MMS.
Strategy 2: Weekly Student Engagement Team meetings to identify students who are struggling with attendance and implement interventions and supports as needed.	Student Engagement Team Members

How will we know that the strategy is working?
Strategy 1: We will implement a "House" structure with community building activities to make the school feel smaller and allow every student to feel like they belong to a group at MMS.

	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?* The House system will be introduced to students. Social events, attendance and other activities will be linked to the school wide House competitions. Student Panorama survey will be administered the week of October 2.	*What evidence or data will we review? (e.g., implementation and/or outcome data)* Baseline Panorama Survey data that relates to students' sense of belonging will provide us with a starting point. (We do not have this data yet).
60-day plan	*What does this look like in action?* Staff will identify opportunities for students to engage in activities related to their Houses. These could include social events, reward activities, competitions and recognitions.	*What evidence or data will we review? (e.g., implementation and/or outcome data)* Winter Panorama Survey data points that relate to students' sense of belonging will increase from (TBD based upon initial Panorama Survey in October). If we meet our target, are there sub groups who are lagging behind other sub groups of students?
90-day plan	*What does this look like in action?* Staff will identify opportunities for students to engage in activities related to their Houses. These could include social events, reward activities, competitions and recognitions.	*What evidence or data will we review? (e.g., implementation and/or outcome data)* Winter Panorama Survey data points that relate to students' sense of belonging will increase from (TBD based upon initial Panorama Survey in October). If we meet our target, are there sub groups who are lagging behind other sub groups of students?

If you have more than one strategy, please copy and complete the "How will we know the strategy is working" section for each strategy.

How will we know that the strategy is working?
Strategy 1: Weekly Student Engagement Team meetings to identify students who are struggling with attendance and implement interventions and supports as needed.

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?* Weekly Student Engagement Team meetings focusing on attendance, resources and academics. Student data is reviewed and interventions are crafted, implemented and monitored.	*What evidence or data will we review? (e.g., implementation and/or outcome data)* The Homeroom Risk Report will be used to identify students who are disengaged. School Average Attendance data. On 10/6, 79% of MMS students are meeting the 90% attendance threshold.
60-day plan	*What does this look like in action?* Weekly Student Engagement Team meetings focusing on attendance, resources and academics. Student data is reviewed and interventions are crafted, implemented and monitored.	*What evidence or data will we review? (e.g., implementation and/or outcome data)* The Homeroom Risk Report will be used to identify students who are disengaged. School Average Attendance data. On October 12 78% of MMS students are meeting the 90% attendance threshold.

		If we meet our target, are there sub groups who are lagging behind other sub groups of students?
90-day plan	*What does this look like in action?* Weekly Student Engagement Team meetings focusing on attendance, resources and academics. Student data is reviewed and interventions are crafted, implemented and monitored.	*What evidence or data will we review? (e.g., implementation and/or outcome data)* The Homeroom Risk Report will be used to identify students who are disengaged. School Average Attendance data. On October 12 78% of MMS students are meeting the 90% attendance threshold. If we meet our target, are there sub groups who are lagging behind other sub groups of students?

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:
Joe Webster	**Principal**

Tulani Freeman	**Assistant Principal**
Rachel Hyde-Prieto	**Counselor, Equity Team Member, Building Leadership Team Member**
Alisha Ackley	**ELA Department Co-Chair**
Sophie Wegener	**Math Department Co-Chair, AVID site team member**
Steve O'Leary	**ELA Department Co-Chair, AVID site team member**
Kate Fain	**Math Department Co-Chair, Building Leadership Team**

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

7th Grade iReady Reading	Initial Assessment	%	2nd	%	3rd	%
Three or More Grade Levels Below	100	30%	50	15%	38	11%
Two Grade Levels Below	41	12%	71	21%	65	20%
One Grade Level Below	71	21%	56	17%	60	18%
Early On Grade Level	63	19%	67	20%	64	19%
Mid or Above Grade Level	60	18%	92	27%	108	32%
	335		335		335	
			+50%		+25%	

8th Grade iReady Reading	Initial Assessment	%	2nd	%	3rd	%
Three or More Grade Levels Below	123	37%	62	18%	46	14%
Two Grade Levels Below	26	8%	75	22%	71	21%
One Grade Level Below	65	20%	46	14%	53	16%
Early On Grade Level	47	14%	56	17%	53	16%
Mid or Above Grade Level	72	22%	96	29%	110	33%
	333		333		333	
			+50%		+25%	

7th Grade iReady Math	Initial Assessment	%	2nd	%	3rd	%
Three or More Grade Levels Below	85	25%	43	13%	32	9%
Two Grade Levels Below	59	17%	72	21%	65	19%
One Grade Level Below	127	37%	93	27%	88	26%
Early On Grade Level	55	16%	91	27%	92	27%
Mid or Above Grade Level	13	4%	41	12%	63	19%
	339		339		339	
			+50%		+25%	

8th Grade iReady Math	Initial Assessment	%	2nd	%	3rd	%
Three or More Grade Levels Below	113	34%	57	17%	42	13%
Two Grade Levels Below	64	19%	89	26%	81	24%
One Grade Level Below	96	29%	80	24%	82	25%
Early On Grade Level	40	12%	68	20%	71	21%
Mid or Above Grade Level	22	7%	42	13%	59	18%
	335		335		335	
			+50%		+25%	