



# 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	Seaview 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.**

Seaview Elementary is a K-6 community school where new learning is happening each and every day in every classroom. Seaview also provides Intensive Support education programs for 1st-3rd and 4th-6th. In addition, we provide MLL services for 29 students across all of the grades who speak different languages.

Our school strives to support all students. We provide a nurturing, safe, inclusive learning environment using rigorous academic and social-emotional resources so each student knows they belong. We include family engagement activities, annual walkathons, readathons, Running Club, Move 60 and much more creating a united community.

Our Mission statement is:

S: Strive for Success

W: Work Together

I: Inspire Others

M: Make a Difference.

Our mission also includes being kind, safe, and responsible each and every day. We have a staff Social-Emotional Team that reviews daily attendance, Panorama SEL student surveys, to create supportive connections with our students individually, in small groups, and as a whole school. Our Equity work is growing with a Parent/Teacher evening group and Staff Equity team focusing on Institutional Racism. We are working on current and historical barriers for marginalized students and how we can become more culturally responsive in our practice. We believe in creating a solid Home School connection with our families. We know that progress monitoring and communication with our families establishes a partnership that will support our students in both social-emotional well-being and academically. We are preparing our students for life-long learning so that each student will be able to fulfill their full potential. It is our greatest pleasure to serve our students and families here at Seaview Elementary.

#### 2021-2022 Enrollment Data

Group	# of Students	% of Students	Group	# of Students	% of Students
<b>Total Enrollment</b>	399		<b>Two or More Races</b>	48	12.02%
<b>American Indian/Alaskan Native</b>	1	.25%	<b>English Language Learners</b>	29	7.27%
<b>Asian</b>	27	6.77%	<b>Homeless/ McKinney-Vento</b>	5	19.95%
<b>Black/African American</b>	8	2.01%	<b>Free and Reduced Lunch</b>	65	16.29%
<b>Hispanic/Latino</b>	44	11.3%	<b>Section 504</b>	12	3.01%
<b>Native/Pacific Islanders</b>	0	0%	<b>Special Education</b>	62	15.54%
<b>White</b>	271	67.92%			

## 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 the 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>Please ensure the data that you used to inform your SIP are listed and delete data sources that you did not use.</b></p>
<p><b>Equity</b> (such as student demographics)</p>	<ul style="list-style-type: none"> <li>● All state assessment and district data for students overall and disaggregated by race, ethnicity, ELL/multilingual learners, migrant, homeless, economically disadvantaged, students with disabilities.</li> <li>● District data stored on Skyward, Homeroom, and Panorama will also be disaggregated by economically disadvantaged, student mobility, and homeless student groups</li> <li>● Staff diversity</li> <li>● Staff professional development topics, attendance</li> </ul>
<p><b>Engagement</b> (such as school culture and climate)</p>	<ul style="list-style-type: none"> <li>● Skyward: Student attendance (percent regular attenders),</li> <li>● 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?)</li> <li>● Panorama student survey data</li> <li>● SEL instruction: Second Step &amp; Responsive Classroom</li> </ul>
<p><b>Instructional Excellence</b> (and student learning)</p>	<ul style="list-style-type: none"> <li>● Homeroom: Grades K-6 I-Ready, Grades K-6 Running records; Grade K-4 Acadience (Dyslexia Screener)</li> <li>● OSPI state assessments: Grade K: WaKIDS; grades 3-6 or WA-AIM math and reading; grades 4-6: percentage of students who achieved high learning growth; WIDA (ELPA21)</li> <li>● Classroom walkthrough tool focused on high-leverage Tier 1 strategies -</li> </ul>

- *conferring, small group learning, consistent use of guaranteed viable curriculum.*
- *Classroom-based formative assessments and progress monitoring K-6*

**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?

Based on the data summary we notice disproportionate student data (ethnicity, disability, and economically disadvantaged status) in core content areas such as reading and math. We also notice that many students are making gains over time. Using what we notice from the disproportionate student data, disparities in student outcomes were examined to create our SIP goals over the next three years.

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

We will engage our students, families, and staff throughout this year by providing two-way communication that provides clarity, and collaboration centered on our SIP goals. Our Leadership team will plan and lead staff through professional learning and data dives. We will use assessment data from ESD Reading, Math curriculums, and Panorama surveys to inform our next steps in professional development and instructional strategies. Students will set new personal learning goals with their teachers and communicate these goals with their families. Progress monitoring will be communicated using iReady Reading and Math diagnostics, as well as other forms of communication. We will communicate goals with our families and report throughout the year. We will have input opportunities for our families through daily communication with the principal and staff, Equity Team, PTA and Student /Family Surveys.

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?

Students, families, and staff are still experiencing COVID trauma and attendance issues due to the pandemic which are barriers to student growth.

As a community, we are building stamina, growth mindset, emotional and social skills.

In our school, we are impacted by our environmental issues such as 3' and 6' rules that may affect learning and socialization skills. We have an attendance issue for many students due to COVID positive students and close contacts. We are also striving to align and differentiate our instructional practices so that each and every student receives high-quality teaching and learning.

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

We will do this through E3 MTSS systems for both SEL and Academic Learning.

Our goal as a school is to have our practice support our strategic plan by focusing on equity, engagement, and instructional excellence.

We are striving to increase student engagement and opportunities for differentiation and individualized supports that are inclusive for all students (SPED, MLL, LAP, and Gen Ed).

*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)

Between Fall of 2021 and Spring of 2024, students in grades 1-3 who did not meet standard in Reading: Spring Running Records and iReady Reading will achieve their “expected growth” 28% to 30% (1-3%) as measured by iReady and Running Records at the end of each year for three years.

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

If we increase our knowledge and understanding of the Balanced Literacy Framework and implement an aligned reading curriculum, then our students will improve their reading skills to obtain at grade-level standard.

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


Strategies we will complete this year	Person or team responsible
Strategy 1: Increase knowledge and understanding of the Balanced Literacy Framework with staff. Staff will meet in PLC meetings regularly to collaborate to analyze student data to inform instruction.	Principal and Certificated Staff

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

Strategy 1: Increase knowledge and understanding of the Balanced Literacy Framework with staff. Staff will meet in PLC meetings regularly to collaborate to analyze student data to inform instruction.

***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> <ul style="list-style-type: none"> <li>● Professional Development centered on Balanced Literacy Framework, iReady Reading</li> <li>● Scope and Sequence planning</li> <li>● Beginning of year assessments: iReady Reading, Running Records</li> <li>● Aligned PLC time in the schoolmaster schedule</li> </ul>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>Running Records iReady Reading Diagnostics Curriculum Embedded Assessments Acadience WaKids SBA</p>
<p><i>60-day plan</i></p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> <li>● PLC work continued to review data and determine next steps for instruction</li> <li>● Principal Learning Walk- schedule - observation tool created with leadership team providing feedback to the teachers</li> <li>● Small group differentiated instruction begins</li> </ul>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>Running Records iReady Reading Diagnostics Curriculum Embedded Assessments Learning walk tool data</p>

<p>90-day plan</p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> <li>● PLC work continued to review data and determine next steps for instruction</li> <li>● Principal Learning Walk- schedule - observation tool used for certificated staff providing feedback to the teachers</li> <li>● Small group differentiated instruction</li> </ul>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>Running Records iReady Reading Diagnostics Curriculum Embedded Assessments Learning walk tool data</p>
<p>Please complete the mid- and end-of-year reflect and revise summary using this link.</p> <p> <a href="#">SIP Reflect and Revise Summary</a></p>		

<p><b>SIP Goal 2: (SMARTIE goal here)</b></p> <p>Between Fall of 2021 and Spring of 2024, students in grades 4-6 will be able to achieve at grade level math standard increasing from 43% to 45% (1%-2%) as measured by iReady Math and SBA at the end of each year for three years.</p>	
<p><b>Theory of action</b> (Please use “If and then” statements to explain how your strategy or strategies will achieve this goal)</p> <p>If we provide differentiated small group math teaching that identifies gaps in students’ understanding of various common core standards, then students will be able to achieve grade-level math benchmarks,</p>	
<p><b>How will we get the work done?</b></p>	
<p>Strategies we will complete this year</p>	<p>Person or team responsible</p>

Strategy 1: Increase math data literacy through PD and PLC collaboration focusing on analyzing data to inform instruction.	Principal and Certificated Staff
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**How will we know that the strategy is working?**

Strategy 1: Increase math data literacy through PD and PLC collaboration focusing on analyzing data to inform instruction.

***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> <ul style="list-style-type: none"> <li>● Professional Development centered on Math Expressions, iReady Math</li> <li>● Scope and Sequence planning</li> <li>● Beginning of year assessments: iReady Math, Curriculum CBA's</li> <li>● Aligned PLC time in the schoolmaster schedule</li> </ul>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>iReady Reading Diagnostics Curriculum Embedded Assessments</p>
<i>60-day plan</i>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> <li>● PLC work continued to review data and determine next steps for instruction</li> <li>● Principal Learning Walk- schedule - observation tool created with leadership team providing feedback to the teachers</li> <li>● Small group differentiated instruction begins</li> </ul>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>iReady Reading Diagnostics Curriculum Embedded Assessments Learning walk tool data</p>




<p>90-day plan</p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> <li>● PLC work continued to review data and determine next steps for instruction</li> <li>● Principal Learning Walk- schedule - observation tool used for certificated staff providing feedback to the teachers</li> <li>● Small group differentiated instruction</li> </ul>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>iReady Reading Diagnostics Curriculum Embedded Assessments Learning walk tool data</p>
<p><i>Please complete the mid- and end-of-year reflect and revise summary using this link.</i></p> <p> <a href="#">SIP Reflect and Revise Summary</a></p>		

<p><b>SIP Goal 3: (SMARTIE goal here)</b></p> <p>Between Fall of 2021 and Spring of 2024, students in grades 4-6 will report an overall 1-3% growth in sense of belonging to Seviw Elementary , using Panorama data and other qualitative data such as school surveys, a the end of each year for three years at the end of each year for three years.</p>	
<p><b>Theory of action</b> (Please use “If and then” statements to explain how your strategy or strategies will achieve this goal)</p> <p>If we intentionally focus on creating a welcoming, inclusive environment that prioritizes students’ relationships, then all students will increase their sense of belonging.</p>	
<p><b>How will we get the work done?</b></p>	
<p>Strategies we will complete this year</p>	<p>Person or team responsible</p>
<p>Strategy 1: Increase data literacy of students’ self-reported sense of belonging data as a staff so we can implement positive behavioral supports and social-emotional learning strategies K-6</p>	<p>Principal and Certificated Staff, Counselors, Student Intervention Coordinator</p>

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<b>How will we know that the strategy is working?</b>		
Strategy 1: Increase data literacy of students' self-reported sense of belonging data as a staff so we can implement positive behavioral supports and social-emotional learning strategies K-6		
<b><i>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></b>		
<i>30-day plan</i>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> <li>● Social-emotional learning in all classrooms using Second Step by teachers</li> <li>● Zones of Regulations are beginning to be taught in classrooms by counselors.</li> </ul>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>Principal and Certificated Staff, Counselors, Student Intervention Coordinator</p>
<i>60-day plan</i>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> <li>● Social-emotional learning in all classrooms using Second Step by teachers</li> <li>● Zones of Regulations taught in all classrooms by counselors</li> <li>● Panorama Survey grade 3-6 administered and analyzed to support students 1:1, small group and cohorts.</li> </ul>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>Principal and Certificated Staff, Counselors, Student Intervention Coordinator</p>
<i>90-day plan</i>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> <li>● Social-emotional learning in all classrooms using Second Step by teachers</li> <li>● Zones of Regulations reviewed as needed in classrooms by counselors</li> </ul>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p>

	<ul style="list-style-type: none"> <li>● Panorama Survey grades 3-6 administered and analyzed to support students 1:1, small group, and cohorts.</li> </ul>	Principal and Certificated Staff, Counselors, Student Intervention Coordinator
<p><i>Please complete the mid- and end-of-year reflect and revise summary using this link.</i></p> <p> <a href="#">SIP Reflect and Revise Summary</a></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.**

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

Name:	Role:
Heather Pickar	Principal
Amy Rust	Kindergarten Teacher
Tricia Alseth	First Grade Teacher
Kristie Terwilliger	Second Grade Teacher
Suzannah Johnson	Third Grade Teacher
Brian Monroe-Jones	Fourth Grade Teacher
Catherine Mathias	Fifth Grade Teacher
Jaime Perry	Sixth Grade Teacher
Tesa Gagliardi	LAP Teacher
Cory Fortin	Librarian

<b>Heather Mullins</b>	<b>Music Teacher</b>
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**Links to supporting documents**

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