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	Woodway Center

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.

Woodway Center is the new Early Learning Center in Edmonds School District, serving preschoolers in Developmental Preschool and ECEAP (Early Childhood Education and Assistance Program), along with Kindergarten students from Westgate and Sherwood Elementary Schools and Developmental

Kindergarteners who live in the southwest quadrant of the district. Our center is nestled in the tall fir trees surrounding the campus, directly to the west of the Madrona K-8 campus.

The Woodway Center delivers a high quality, developmentally appropriate and inclusive learning environment for children ages 3-6. Students at Woodway Center receive instruction from certificated and classified educators who have the skills necessary for and are motivated to work with young children. Our site is staffed with personnel to support general music, physical fitness, and library instruction. A variety of special educators are also a part of our community: special education teachers, speech language pathologists, occupational therapists, physical therapists and a school psychologist as well as a multilingual teacher and LAP teacher.

As an inclusive environment, our students with special learning needs are served primarily within the classroom alongside general education students. Our students learn to understand, support and appreciate their peers and the particular strengths they bring to the classroom and school. In our first year, we are focused on creating a warm, positive, and stimulating learning environment where all children are seen, heard, and valued.

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
Equity (such as student demographics)	*State and district WaKIDS data (overall and disaggregated by race, ethnicity, ELL/multilingual learners, migrant, homeless, economically disadvantaged, students with disabilities)* *Staff diversity* *Staff professional development topics, attendance*
Engagement	*Family and student surveys*

(such as school culture and climate)	
Instructional Excellence (and student learning)	● *OSPI state assessments - Grade K: WaKIDS*

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?

This will be our baseline year for data purposes. Kindergarten students at Sherwood and Westgate have historically trended above the district average in WaKIDS Kindergarten Readiness measures although boys and Hispanic/Latino students have tended to achieve at lower rates that girls, two or more races, and white students.

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

To date, stakeholders have not been formally engaged in the SIP process. We are creating 'Coffee and Conversation' events in the coming weeks to engage families. The certificated staff will engage with the SIP in a formal way for the first time on Friday, October 22.

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?

Kindergarten readiness levels tend to fluctuate based upon the early learning environments students have experienced. Ongoing data analysis will help us to understand the historical trends as well as the current experiences of our students here at Woodway Center.

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

As a new school community in Edmonds School District, we will focus on creating a caring school culture where students, families, and staff are engaged partners in learning and growing together. It will be a year of 'firsts' that will help us move forward the remaining years of this School Improvement Plan.

Note: Goals and strategies describe where the team intends to go but do not describe how the team will get there. An example goal might be to improve graduation rates or that all students in ninth grade will be on-track to graduate.

Section 3. School Improvement Plan (SIP)

This section describes what our staff will do, what students will achieve, and how we will measure progress. Engagement and instructional excellence goals should incorporate equity, inclusion, and access for all students and student groups.

SIP Goal 1:

Between Fall of 2021 and Spring of 2024, students in Kindergarten will increase by 3% per year in total percent meeting kindergarten reading standards as measured by Running Records and Phonological Awareness Screener for Intervention (PASI).

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

If we ensure that foundational literacy skills are taught and aligned as reflected in the balanced literacy framework, then students will read at grade level standards.

How will we get the work done?

Strategies we will complete this year	Person or team responsible
Strategy 1: Components of the balanced literacy framework reflected and identified during core reading instruction as well as differentiated instruction to meet each student's need.	Director and Kindergarten teachers.

How will we know that the strategy is working?

Strategy 1: Components of the balanced literacy framework reflected and identified during core reading instruction as well as differentiated instruction to meet each student's need.

	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?* ● Principal provides professional learning on the balanced literacy framework ● Complete initial Acadience assessment in First Sound Fluency and Letter Naming Fluency ● Complete sight word assessment	*What evidence or data will we review? (e.g., implementation and/or outcome data)* ● Acadience: FSF & LNF ● Homeroom: Sight Words
60-day plan	*What does this look like in action?* ● Complete Fall Benchmark in WaKIDS ● Conduct a needs assessment for balanced literacy/workshop model professional learning & resources ● Identify phonological/phonemic awareness and alphabetic principle deficits	*What evidence or data will we review? (e.g., implementation and/or outcome data)* ● WaKIDS Classroom Based Reports ● Needs assessment survey data ● Phonological Awareness Screener for Intervention (PASI)
90-day plan	*What does this look like in action?* ● Analyze State, District and Building Fall WaKIDS: disaggregated, identify disproportionality ● Crosswalk balanced literacy framework with identified resources and foundational skill instruction (phonological/phonemic awareness, alphabetic principle, phonics) ● Complete mid year Acadience assessment in First Sound Fluency, Letter Naming Fluency, Phoneme Segmentation Fluency, Nonsense Word Fluency ● Complete sight word assessment ● Complete winter i-Ready diagnostic assessment	*What evidence or data will we review? (e.g., implementation and/or outcome data)* ● State Report Card: WaKIDS ● District WaKIDS Data (Homeroom, TSG) ● Building Specific Data (TSG) ● Acadience: FSF, LNF, PSF, NWF ● Homeroom: Sight Word Assessment

		- i-Ready diagnostic assessment - Running Records - Phonological Awareness Screener for Intervention (PASI)

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

📄 *SIP Reflect and Revise Summary*

SIP Goal 2:

Between Fall of 2021 and Spring of 2024, students in Kindergarten will increase by 3% each year in total percentage meeting kindergarten math standards as measured by i-Ready and curriculum-based assessments.

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

If we ensure that students have strong number sense (the ability to understand, relate and connect numbers), then students will meet grade level standards.

How will we get the work done?

Strategies we will complete this year	Person or team responsible
Strategy 1: Embed number sense strategies into core math instruction as well as differentiated math instruction to promote each students' needs.	Director, Kindergarten teachers

How will we know that the strategy is working?

Strategy 1: Embed number sense strategies into core math instruction as well as differentiated math instruction to promote each students' needs.		
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?* • Develop a common definition of number sense • Review Visual Routines for developing number sense	*What evidence or data will we review? (e.g., implementation and/or outcome data)* • Classroom based assessments
60-day plan	*What does this look like in action?* • Complete Fall Benchmark in WaKIDS • Conduct a needs assessment for resources for establishing visual routines • Identify specific deficits in number sense	*What evidence or data will we review? (e.g., implementation and/or outcome data)* • WaKIDS Classroom Based Reports • Needs assessment survey data • Classroom based assessments
90-day plan	*What does this look like in action?* • Analyze State, District and Building Fall WaKIDS: disaggregated, identify disproportionality • Complete winter i-Ready diagnostic assessment • Crosswalk diagnostic data with number sense visual routines for small groups and individuals	*What evidence or data will we review? (e.g., implementation and/or outcome data)* • State Report Card: WaKIDS • District WaKIDS Data (Homeroom, TSG) • Building Specific Data (TSG) • i-Ready diagnostic assessment • Classroom based assessments

SIP Goal 3:

Between Fall of 2021 and Spring of 2024, students in Kindergarten will show growth in sense of belonging each year for the next three years using site-based surveys.

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

If we engage families and students in the process of building a new school culture in a meaningful way, then families and students will demonstrate growth in their sense of belonging over time.

How will we get the work done?

Strategies we will complete this year	Person or team responsible
Strategy 1: Establish and implement engagement plan for students and families	Director, teachers

How will we know that the strategy is working?

Strategy 1: Establish and implement engagement plan for students and families

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?
	
	    ● Conduct family survey
	    ● Calendar engagement events
		What evidence or data will we review? (e.g., implementation and/or outcome data)
		
		    ● Survey data

60-day plan	What does this look like in action?
	
	    ● Implement engagement plan
	    ● Collect attendance data per event
	    ● Collect evaluation survey per event
		What evidence or data will we review? (e.g., implementation and/or outcome data)
		
		    ● Attendance data
		    ● Evaluation data

90-day plan	What does this look like in action?
	
	    ● Revise engagement plan based upon attendance and evaluation data
		What evidence or data will we review? (e.g., implementation and/or outcome data)
		
		    ● Continue to monitor attendance and evaluation data

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

📄 *SIP Reflect and Revise Summary*

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

Name:	Role:
Darcy Becker	**Director**

Libby LeCompte	**Certificated Teacher**
Carrie Engbert	**Certificated Teacher**
Elizabeth Nogales	**Certificated Teacher**
Kayla Ellison	**Certificated Teacher**
Roy Kindelberger	**Certificated Teacher**
Dawn Rutz	**Certificated Teacher**
Shannon Morehouse	**Certificated Teacher**
Malorie Cook	**Certificated Teacher**
Jamie Wang	**Certificated Teacher**
Learning Improvement Team/Building Leadership Team	**Other interested members of the school community**

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