



Edmonds School Improvement Plan (SIP) (Grades PreK, K-6, K-8, 7-8, and 9-12) Three-Year Plan

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 every student experiences belonging and is 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	2022 - 2023
Our School Name	College Place Middle School

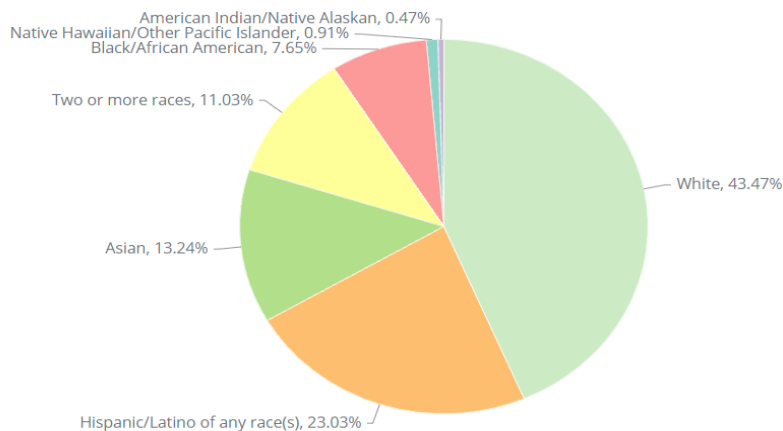
Section 1. Our school

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.

College Place Middle School is located in SW Quadrant of the Edmonds School District, serving students from 5 local elementary schools as well as students new to our community. College Place Middle School has an average enrollment of about 500 students split between 2 grades levels, grade 7 and 8. We offer a variety of elective courses, a performing arts/music program, and core courses to meet the needs of our students. Our core values are Culture, Commitment and Character known as Cougars Cubed. As a Character Strong™ school we identify monthly

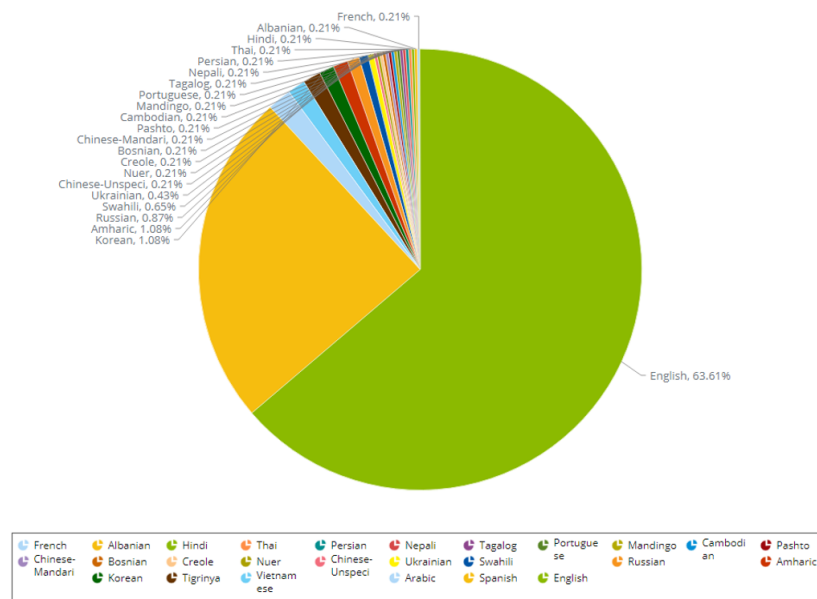
and weekly character traits to promote positive self-reflection and to meet the needs of our social/emotional learning by creating a strong sense of belonging. Our staff embraces students' unique needs to develop their full potential and provides a positive and challenging environment fostering lifelong learners and responsible citizens by teaching the mind and touching the heart. Currently we serve 17% multilingual students (with over 25 identified home languages), 46% qualify for free-reduced meal benefits, 15% are served with special education and our overall student attendance rate is 80% or higher. Our aim with this 3-year improvement plan is to be committed to our culturally relevant teaching practices, to operate with a keen sense of justice, and to provide a positive impact on student learning.

Demographic data: 43% white, 23% Latinx, 13% Asian/Pacific Islander, 7% Black/African American, and 11% two or more races.



Linguistic data: 26 identified home languages, and the top 5 languages are Spanish 24.4%, Arabic 1.7%, Vietnamese 1.3%, Tigrinya 1.3%.

Distribution of Language, of Students in the Group
Students attending College Place Middle School (21/22) in 2021/22



Section 2. Vision and Mission

Our Equity, Engagement, and Excellence (E3 Vision)	Equity, engagement, and excellence for each and every student.
Our Mission	Our mission is to advocate for each and every student by providing learning environments that embrace their cultural and linguistic diversity as an asset that will prepare them for success as lifelong learners and responsible world citizens.

Data and Stakeholder Engagement Summary

E3 Category	Data that we used to tell our story (e.g., assessments, surveys, focus groups, and other data).	
Equity (such as student demographics)	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<i>All state assessment and district data for students overall and disaggregated by race, ethnicity, ELL/multilingual learners, migrant, homeless, economically disadvantaged, and 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</i> <i>Staff professional development topics, and staff who attended Community partnerships, with PSO and Natural Leaders, Edmonds Foundation, Equity Team and OSPI data results</i>
Engagement (such as school culture and climate)	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<i>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?))</i> <i>Panorama student survey data annually</i> <i>SEL instruction and Participation in Character Strong™ activities</i> <i>Utilize restorative practices to address student behaviors and discipline</i>
Instructional Excellence (and student learning)	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<i>Skyward: Enrollment in advanced courses and specialized programs; grade level on-track indicators</i> <i>Homeroom: Grades K-12 i-Ready, Grades 1-8 Running records; Grade K-12 Acadience (Dyslexia Screener)</i> <i>OSPI state assessments: Grades 3-8 SBA or WA-AIM math and</i>

reading; grades 4-8: percentage of students who achieved high learning growth; WIDA (ELPA21)

Classroom walkthrough tool focused on high-leverage Tier 1 core instruction strategies — conferring, small group learning, consistent use of a guaranteed viable curriculum.

Other data sources: reading strategies, curriculum alignment, academic vocabulary and common language. Promoting cycles of inquiry based learning and metacognitive strategies.

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 marginalized student populations - students in special education, multilingual education, and students who qualify for free and reduced meal benefits.

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

Families engaged with the work of our SIP goals at monthly coffee chats with the principal, in our newsletter communications, and ParentSquare direct messages. All instructional staff, ESAs, Psychologists, ParaEducators, and admin worked in heterogeneous teams to identify areas of need. Therefore, the goals were developed primarily by our Instructional Council, and will be shared with our community during our November 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 i-Ready 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 enrolled in in-person school for the past 18 months. We also believe that now that they have returned to in-person instruction, we can use some deliberate strategies with all students that will result in rapid growth.

What goals will our school 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 from the initial assessment to the Spring assessment. 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 based strategies across the curriculum. In addition using i-Ready will fidelity and have intentional curriculum alignment, academic vocabulary and common language across the content areas.

We are focusing on these goals to promote cycles of inquiry based learning and metacognition amongst our staff and students.

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.*

SIP Goal 1:

ELA - Between Fall 2022 to Spring 2023, students who are at or above early on grade level will increase from 38% to 41% as measured by i-Ready ELA diagnostic and 65% of students will meet their annual typical growth goal including 35% of our ML students will meet their annual typical growth goal.

Theory of Action:

If all staff at College Place Middle use specific, high leverage reading strategies, academic vocabulary and common language with a minimum of 40 minutes of i-Ready content met per week, than students will make annual gains in excess of 1 year of growth, therefore narrowing the achievement gap and getting at or near early on grade level as measured by i-Ready diagnostic assessment.

How will we get the work done?

Strategies we will complete this year	Person or team responsible
Strategy 1: All staff will use content specific reading strategies, academic vocabulary and common language.	All instructional staff

Strategy 2: All students will use i-Ready reading for a minimum of 40 minutes per week.	All instructional staff
-----------------------------------------------------------------------------------------	-------------------------

How will we know that the strategy is working?

Strategy 1: **ELA** Goal 1 - Students i-Ready early on grade level scores will increase by 3% from their previous ELA diagnostic, and students annual typical growth goals are met.

What is your action plan? How will the plan achieve mid-year and end-of-year goals for equitable student outcomes (e.g., reduce disproportionality based on race, ethnicity, ELL/multilingual learners, homeless, economically disadvantaged, students with disabilities, highly capable, and/or other student groups)?

<i>Mid-year Reflect and Revise plan</i>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> • All instructional staff will adopt content specific reading strategies, academic vocabulary and common language. • Provide job-embedded professional development with language acquisition cycles (academic and common vocabulary), instructional technology and content lead professional learning sessions 	<p><i>What evidence or data will we review?</i></p> <ul style="list-style-type: none"> • Classroom walkthroughs and teacher observation cycles. • With the Winter i-Ready assessment, 25% of students will increase their reading scores by at least 1 grade level
<i>End-of-year Reflect and Revise plan</i>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> • In every class instructional staff will use content specific reading strategies, academic vocabulary and common language. • Students will demonstrate an increase in their ability to read and write grounded in evidence from complex texts on classroom-based assessments and curriculum assessments. 	<p><i>What evidence or data will we review?</i></p> <ul style="list-style-type: none"> • On the Spring i-Ready assessment, 50% of students will increase their reading scores by at least 1 grade level • English/Language Arts Smarter Balanced assessment results (3% increase from previous summative score).

How will we know that the strategy is working?

Strategy 2: **ELA Goal 1** - Students i-Ready early on grade level scores will increase by 3% from their previous ELA diagnostic, and students annual typical growth goals are met.

What is your action plan? How will the plan achieve mid-year and end-of-year goals for equitable student outcomes (e.g., reduce disproportionality based on race, ethnicity, ELL/multilingual learners, homeless, economically disadvantaged, students with disabilities, highly capable, and/or other student groups)?

<p><i>Mid-year Reflect and Revise plan</i></p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> • During Cougar Achievement on Tuesday and Thursday of every week, students will work independently on i-Ready reading for 20 min. • Students will complete an additional 20 - 25 minutes asynchronously to approach reading at or near grade level with support from English teachers. 	<p><i>What evidence or data will we review?</i></p> <ul style="list-style-type: none"> • English teachers will monitor student use of i-Ready. • Winter i-Ready scores will improve with 25% of our students increasing by one grade level from their Fall i-Ready reading diagnostic. • If we meet our target, are there subgroups or other student indicators to be addressed.
<p><i>End-of-year Reflect and Revise plan</i></p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> • During Cougar Achievement every week, students will work independently on i-Ready reading for 20 min. Students will complete an additional 20 - 25 minutes asynchronously to approach reading at or near grade level with support from English teachers. 	<p><i>What evidence or data will we review?</i></p> <ul style="list-style-type: none"> • Spring i-Ready scores will improve with 50% of our students increasing by one grade level from their Fall i-Ready reading diagnostic.

SIP Goal 2:

Between Fall 2022 and Spring 2023, students who are at or above early on grade level will increase from 23% to 26% as measured by i-Ready Math diagnostic and 30% of students will meet their annual stretch growth goal.

Theory of action:

If core subject areas instructional staff at College Place Middle use inquiry-based learning strategies and a minimum of 40 minutes of i-Ready math content met per week, then students will make annual gains in excess of 1 year of growth, therefore narrowing the achievement gap and getting at or near early on grade level as measured by i-Ready diagnostic assessment.

How will we get the work done?

Strategies we will complete this year	Person or team responsible
Strategy 1: All instructional staff in core subject areas will use inquiry-based learning strategies such as Inquiry-based instruction as a student-centered approach where staff guide students through questions posed, methods designed, and data interpreted by the students. Through inquiry, students actively discover information to support their classroom investigations	Science, Math, Social Studies, STEM/CTE and other content areas that can apply inquiry-based methods.
Strategy 2: All College Place Middle students will use i-Ready math for a minimum of 40 minutes per week.	All instructional staff and math teachers

How will we know that the strategy is working?

Strategy 1: **Math** Goal 2 - Students i-Ready early on grade level scores will increase by 3% from their previous Math diagnostic, and student stretch growth goals are met.

What is your action plan? How will the plan achieve mid-year and end-of-year goals for equitable student outcomes (e.g., reduce disproportionality based on race, ethnicity, ELL/multilingual learners, homeless, economically disadvantaged, students with disabilities, highly capable, and/or other student groups)?

<i>Mid-year Reflect and Revise plan</i>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> • Instructional staff will use inquiry-based learning strategies in their classes weekly. 	<p><i>What evidence or data will we review?</i></p> <ul style="list-style-type: none"> • Classroom walkthroughs and
-----------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------

	<ul style="list-style-type: none"> Students will use inquiry-based learning strategies in their classes regularly in core content areas. 	<p>teacher observation cycles.</p> <ul style="list-style-type: none"> Winter i-Ready scores will improve with 25% of our students increasing by one grade level from their Fall i-Ready math diagnostic.
<p><i>End-of-year Reflect and Revise plan</i></p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> Students will regularly use inquiry-based learning strategies in core content areas. Students are able to articulate their critical thinking with metacognitive strategies. 	<p><i>What evidence or data will we review?</i></p> <ul style="list-style-type: none"> Spring i-Ready scores will improve with 50% of our students increasing by one grade level from their Winter i-Ready math diagnostic. Math Smarter Balanced assessment results (3% increase from previous summative score)

How will we know that the strategy is working?

Strategy 2: **Math** Goal 2 - Students i-Ready early on grade level scores will increase by 3% from their previous Math diagnostic, and student stretch growth goals are met.

What is your action plan? How will the plan achieve mid-year and end-of-year goals for equitable student outcomes (e.g., reduce disproportionality based on race, ethnicity, ELL/multilingual learners, homeless, economically disadvantaged, students with disabilities, highly capable, and/or other student groups)?

<p><i>Mid-year Reflect and Revise plan</i></p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> 40min per week of My Path instruction to support students meeting their stretch goals. During Cougar Achievement on Tuesday and Thursday of every week, students will work independently on i-Ready math for 20 min. 	<p><i>What evidence or data will we review?</i></p> <ul style="list-style-type: none"> Math teachers will monitor student use of i-Ready. Winter i-Ready scores will improve with 25%
------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<ul style="list-style-type: none"> Students will complete an additional 20 - 25 minutes asynchronously to approach math at or near grade level with support from core content and math teachers. 	<p>of our students increasing by one grade level from their Fall i-Ready reading diagnostic.</p> <ul style="list-style-type: none"> If we meet our target, are there subgroups or other student indicators to be addressed.
<p><i>End-of-year Reflect and Revise plan</i></p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> 40min per week of My Path instruction to support students meeting their stretch goals. During Cougar Achievement every week, students will work independently on i-Ready reading for 20 min. Students will complete an additional 20 - 25 minutes asynchronously to approach math at or near grade level with support from core content and math teachers. 	<p><i>What evidence or data will we review?</i></p> <ul style="list-style-type: none"> Spring i-Ready scores will improve with 50% of our students increasing by one grade level from their Winter i-Ready reading diagnostic. If we meet our target, are there subgroups or other student indicators to be addressed.

<p>SIP Goal 3: SEL Between Fall 2022 to Spring 2023, students who report a sense of belonging and positive relationships in school will increase from 47% to 54% as measured by the Panorama survey and student regular attendance will increase from 84% to 87%.</p>	
<p>Theory of action: If we take a deliberate approach to identify students whose attendance is less than 85%, and/or students who do not feel a sense of belonging at College Place Middle School, we will be able to intervene and apply strategies to increase attendance and a sense of belonging, resulting in increased academic achievement and social/emotional well-being for students.</p>	
<p>How will we get the work done?</p>	
<p>Strategies we will complete this year</p>	<p>Person or team responsible</p>
<p>Strategy 1: Implementation and reflection of monthly and weekly Character Strong sessions, to promote positive self-efficacy and to meet the needs of our social/emotional learning by creating a strong sense of belonging in conjunction with a 'house' structure.</p>	<p>All staff at College Place Middle</p>

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: **SEL** Goal 3 Student data as measured by Panorama will increase by 3% from each survey throughout the school year.

What is your action plan? How will the plan achieve mid-year and end-of-year goals for equitable student outcomes (e.g., reduce disproportionality based on race, ethnicity, ELL/multilingual learners, homeless, economically disadvantaged, students with disabilities, highly capable, and/or other student groups)?

<p><i>Mid-year Reflect and Revise plan</i></p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> • Weekly dares and overall implementation of monthly character traits. • Promote Character Strong™ traits and the student recognition raffle with students, staff and families. • Staff will identify opportunities for students to engage in activities related to Character Strong™. Including social clubs, reward activities, competitions and recognitions. 	<p><i>What evidence or data will we review?</i></p> <ul style="list-style-type: none"> • Winter Panorama Survey data points that relate to students' sense of belonging will increase by 3% from the initial Fall survey. • If we meet our target, are there subgroups who are lagging behind other subgroups of students?
<p><i>End-of-year Reflect and Revise plan</i></p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> • Staff will identify opportunities for students to engage in activities related to Character Strong™. Including social clubs, reward activities, competitions and recognitions. 	<p><i>What evidence or data will we review?</i></p> <ul style="list-style-type: none"> • Spring Panorama Survey data points that relate to students' sense of belonging will increase by 3% from the Winter survey • House Point system, student recognition awards assembly

How will we know that the strategy is working?

Strategy 2: **SEL** Goal 3 - School Average Attendance data will be measured with 87% of students meeting the 90% attendance threshold.

What is your action plan? How will the plan achieve mid-year and end-of-year goals for equitable student outcomes (e.g., reduce disproportionality based on race, ethnicity, ELL/multilingual learners, homeless, economically disadvantaged, students with disabilities, highly capable, and/or other student groups)?

<p><i>Mid-year Reflect and Revise plan</i></p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> • Weekly Student Engagement Team (SET) meetings focusing on attendance, resources and academics. • Student data is reviewed and interventions are crafted, implemented and monitored. Student Study Team (SST) teacher/staff referral process for on-going RTI analysis. 	<p><i>What evidence or data will we review?</i></p> <ul style="list-style-type: none"> • The Homeroom Risk Report will be used to identify students who are disengaged. • School Average Attendance data. • Baseline attendance data from Sept 27, 2022, had 83.7 % of College Place Middle students meeting the 90% attendance threshold.
<p><i>End-of-year Reflect and Revise plan</i></p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> • Weekly Student Engagement Team (SET) meetings focusing on attendance, resources and academics. • Student data is reviewed and interventions are crafted, implemented and monitored. Student Study Team (SST) teacher/staff referral process for on-going RTI analysis. 	<p><i>What evidence or data will we review?</i></p> <ul style="list-style-type: none"> • Spring Panorama scores will improve with our students increasing by 3% level from their Winter Panorama survey. • The Homeroom Risk Report will be used to identify students who are disengaged. • School Average Attendance data. Will be measured again at the end of 1st semester,

		<p>with 87% of students meeting the 90% attendance threshold.</p> <ul style="list-style-type: none"> • If we meet our target, are there subgroups who are lagging behind other subgroups of students?
--	--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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

Name:	Role:
Andrea Collins	Principal
Brandon Pope	Assistant Principal
All Department Chairs, Teacher Leaders (all content areas) and support staffs	Instructional Council, Building Leadership Team, Equity Team and Student Engagement Team Members
Students	Senators and House Representatives
Family/Parent Voice	Volunteer members of PSO and Natural Leaders, Community Stakeholders with Coffee Chat with the Principal participants

Links to supporting documents

- [2021-26 Edmonds Strategic plan](#)
- [2022-23 Reflect and Revise Summary](#)