



# 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.

<b>Current School Year</b>	2022-23
<b>Our School Name</b>	Madrona School, K-8

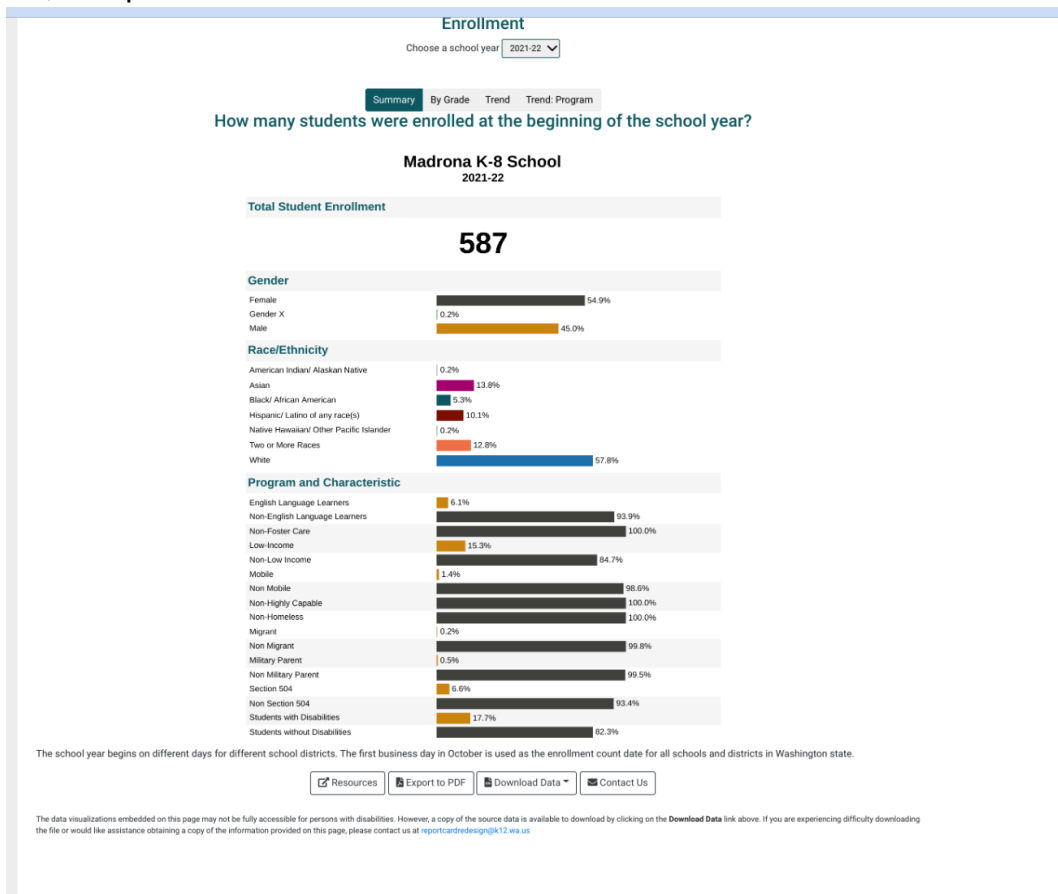
## Section 1. Our school

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

Madrona School is a multi-age, non-graded school from grades pre-K - 8. Madrona has an enrollment of approximately 600 students and houses the Deaf and Hard of Hearing (DHH) Pre-K - Middle School Program.

Madrona is known for its excellent music and theater programs and high performance on district/state assessments. It focuses on five character traits as the basis for its annual themes and behavior expectations. These traits are: Respect, Responsibility, Perseverance, Kindness, and Empathy. Madrona Middle School students also participate in an annual service project by raising money and supplying resources that attempt to empower local communities in addressing one of their pressing community issues.

The world our children inherit, the opportunities they have, and the dreams they live, depends upon the education we provide them. Our vision becomes their reality. To ensure this vision, each child that walks through our doors must each be given the same access to the best educational foundation our staff, parents, and community can offer. Madrona's multi-age setting supports our mission to create a strong sense of belonging for all students and provides unique opportunities for continuous growth through the collaboration and development of relationships among the students, staff, and parents.





**587**

Students Enrolled  
*2021-22 School Year*

**68.8%**

Met ELA  
Standards

**54.1%**

Met Math  
Standards

**60.3%**

Met Science  
Standard

*Spring 2022*



Graduated in 4 Years  
*2020-21 School Year*



**24.5%** **29.4%**

High Math  
Growth

High ELA  
Growth

*2018-19 School Year*



**96.0%**

Students Regularly Attend  
*2020-21 School Year*



**\$16,030**

Per-pupil Expenditure  
*2019-20 School Year*



**50**

Number of Classroom  
Teachers  
*2020-21 School Year*



**14.4**

Average Years of Teaching  
Experience  
*2020-21 School Year*

***Data is collected on different timelines throughout the year. To provide the most current data possible, each measure is updated as data becomes available.***

## Section 2. Vision and Mission

<b>Our Equity, Engagement, and Excellence (E3 Vision)</b>	<b>Equity, engagement, and excellence for each and every student.</b>
<b>Our Mission</b>	<b>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.</b>

### Data and Stakeholder Engagement Summary

<b>E3 Category</b>	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>Equity</b> (such as student demographics)	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input 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</i> <i>Please list other data sources used by your school to develop the SIP e.g., number and diversity of community partnerships, student/family focus groups, equity audit results</i>
<b>Engagement</b> (such as school culture and climate)	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	<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>
<b>Instructional Excellence</b> (and student	<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 iReady, Grades 1-8 Running records;</i>

learning)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p><i>Grade K-12 Acadience (Dyslexia Screener)</i></p> <p><i>OSPI state assessments: Grade K: WaKIDS; grades 3-8 and 10: SBA or WA-AIM math and reading; grades 4-8: percentage of students who achieved high learning growth; WIDA (ELPA21)</i></p> <p><i>OSPI high school graduation rates, drop-out rates</i></p> <p><i>Classroom walkthrough tool focused on high-leverage Tier 1 core instruction strategies — conferring, small group learning, consistent use of a guaranteed viable curriculum.</i></p> <p><i>Please list other data sources used by your school to develop the SIP e.g., other formative assessments</i></p>
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**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?**

Many of our students are making or exceeding typical reading growth with 65% at or above grade level as measured by the i-Ready Reading Assessment and 67% showing this level of growth based on i-Ready math growth rate data. However, we still have a significant number of students who are not yet demonstrating that they will meet end of the year grade level standards. Students receiving special education services and multilingual learners are disproportionately represented among students who are not making expected growth.

Formal and informal conversations between administrators and teachers, involvement with grade level collaboration meetings, and analysis of i-Ready data informed our understanding of student growth. Although we are making progress in an upward trend from fall to winter and winter to spring, there are still a significant number of students two or more grade levels behind in reading as measured by i-Ready.

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

Parent feedback on the family survey, student responses on the Panorama SEL Survey, Parent Meeting feedback, and focused conversations provided essential data when drafting the SIP. Teachers developed grade level and student growth goals and provided input through school staff development/ leadership meetings, school committees, and levels meetings. Families and staff appreciated the reading and math goals being focused on individual student growth. They are in support of the focus on small group, differentiated instruction. Families, staff, and students are all in agreement that there need to be more opportunities for students to build connections, including mentorship and club/ class opportunities. Families gave positive feedback on the belonging goal. They are looking forward to being able to do more activities at school that help to connect the community to the school and strengthen a sense of belonging for all. In addition to that, we have had conversations with the Madrona Integrated Team and the Equity Team about how to establish culturally responsive pathways to engage families in some of the academic and SEL-related conversations.

Teachers continue to express an interest in more professional learning in how to support our

diverse learners academically and socially. There is also an interest in collective learning around culturally responsive teaching practices and Universal Design for Instruction. Both certificated and classified staff have shared concerns about difficulties students are having at recess and in classrooms engaging in an inclusive and positive way with one another.

Students appreciate the focus on belonging in our SEL goal. They appreciate the middle school clubs and would like to see more opportunities for clubs, after school classes, and collaborative projects, with those opportunities being extended to intermediate and primary students. Clubs and classes were frequently mentioned as a way to build connections and make friends with students who shared similar interests.

Other ideas students mentioned:

- Mentoring opportunities for the benefit of both older student mentors and younger student mentees.
- More opportunities for whole school connections.
- A student organization that welcomes and connects with new students.

Through Panorama and in person surveys, students reported what would help them feel supported and connected:

- Check in with students at times when they may be struggling, especially when completing challenging assignments or tests.
- Offer extended time for assignments and test retakes.
- Finding ways to help just a bit but not too much when students are stuck on an assignment.
- Providing more listening and support with peer conflicts.
- Staff checking in on how students are feeling.
- Increase access to counselors.

**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?**

Formal and informal conversations between administrators and teachers, involvement with grade level collaboration meetings, and analysis of i-Ready data informed our understanding of student growth. In addition to meeting in grade level teams, teachers also collaborate with the multilingual teacher, the Special Education teacher, and the Title I team. Although we made progress from fall to spring, there are still a significant number of students two or more grade levels behind in reading as measured by i-Ready.

An area for growth would be to set aside more time for collaborative data discussions, while also providing more structure to support effective data conversations. Teachers have requested more knowledge of Homeroom Data Systems as that could help them better understand long term growth for student focus groups. Challenges of COVID protocols and student absences have impacted our ability to accurately measure the effectiveness of small group instruction.

We saw stronger growth in early grades (K-3), with 56% of students meeting mid to end of year benchmark based on i-Ready Reading. This may be the result of the number of staff who participated in the LETRS training and the work they have done to collaborate in addressing foundational reading skills.

Many of our students met the mid to above grade level benchmark the 2021-22 year based on Spring i-Ready Reading data. We still have a significant number of students (35%) who

measured one or more grade levels below benchmark. Students receiving special education services and multilingual learners are disproportionately represented among students who are not meeting benchmark standards. We analyzed our Spring Panorama data and have also looked at attendance data over the semester. Counselors, our School Intervention Coordinator, and administrators have gathered data that shows the students of greatest concern in each grade level and collaborate with the teachers to problem solve. We also used feedback shared with us shared by students, staff, and families. Staff met to review and discuss disaggregated discipline data and noted disparities between demographic groups.

Kindergarten teachers reported success using these strategies:

1. Heggerty Phonemic Awareness curriculum used 3x a week.
2. Independent practice by students in reading centers.
3. Explicit teaching of phoneme segmentation and blending in writing lessons.
4. Small group reading instruction focused on phonemic awareness before reading.
5. Incorporating the LETRS training was very helpful for teachers to use specific strategies.

1st - 3rd grade teachers reported success using these strategies:

1. Small group intervention.
2. Regular warm-up review activities throughout the year.
3. Progress monitoring.

4th - 6th grade teachers reported success using these strategies:

1. Facilitating multiplication studies.
2. Around the world, morning meetings.
3. Math games, growth mindset strategies.
4. Read aloud, mnemonic devices.
5. Calendar math, number corner.

7th - 8th grade middle school teachers reported success using these strategies:

1. Breaking large assignments into manageable parts.
2. Setting individual goals.
3. Self-assessment of students - Identify strength and weakness.
4. Reflection of study/ learning strategies (metacognition).

### **What goals will our school focus on this school year and why?**

Madrona will focus on two mutually dependent areas of growth.

1. Identify essential grade level math standards and develop a clear understanding of the progression of essential standards and what a student should know and be able to do at the end of a given grade level.

2. Tier 1 support of students receiving special education services in the general education classroom. In focusing on identifying essential standards, teachers will:

- Develop a clearer understanding of the focus and rigor needed at their grade level, and Identify the progression of essential standards from grade to grade, and
- Collaboratively develop common formative assessments in order to better understand student growth in math in order to intervene effectively, and
- Develop more effective and targeted classroom level interventions for all students

Kindergarten teachers' focus will be:

1. Revisit and cycle through topics later in the year that were taught earlier, e.g. rhyming and word families.
2. Continuing to complete LETRS training and incorporate the new



knowledge/pedagogy. 3. In the Fall identify students who find phonemic awareness challenging and make sure they receive extra support through LAP and targeted small group instruction.

1st - 3rd teachers' focus will be:

Conduct regular 3rd grade math team meetings.

4th, 5th, 6th teachers' focus will be:

1. Use the old form for fluency tests that has the division at the bottom so that kids learn the reciprocal relationship between multiplication and division. 2. Follow up to this year's SEL professional development related to embedding SEL practices into daily practices, professional development around available curriculum (Second Step, Responsive Classroom, Panorama Pathways) along with learning walks where staff learn from each other will provide opportunities for teachers to share practices and learn from each other.

Paraeducators have participated in professional development on supporting student connection and behavior as they supervise lunch and recess as well as in the classrooms. Continued time and opportunity for professional development and collaboration with paraeducators and certificated teachers is recommended.

The Equity Team has launched a One School, One Book staff and family book study for the 2022-23 school year using the book Culturally Responsive Teaching and the Brain to build a shared understanding of culturally responsive teaching.

### 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:

**Students in 4th-6th grades who do not meet grade level standard in i-Ready reading will demonstrate an overall school improvement of 10% over the next three years from 35% below grade level to 25% below grade level as measured by the i-Ready Assessment.**

#### **Theory of action:**

If the **administrative team** leverages the building budget and meeting schedule to prioritize professional learning and collaboration time; and

If **teachers** engage in deep investigation of content standards in order to understand their focus and rigor, identify essential grade level standards, and collaboratively design common formative assessments in order to develop targeted classroom level interventions; and

If **all staff** owns collective responsibility for the academic and social-emotional growth of all students through an equity lens,

Then **all students** will access essential academic and social-emotional grade-level expectations and receive meaningful and targeted intervention.

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

Strategies we will complete this year	Person or team responsible
Strategy 1: Consistent, aligned, and differentiated small group instruction informed by student data, including analysis and redesign of instruction to meet student needs.	Building Levels Teams, Admin. Team
Strategy 2: Teachers will be provided professional development in using i-Ready and Homeroom in order to gather, analyze, and use data to guide instruction.	Building Levels teams, Admin Team
Strategy 3: Teachers will create protocols for collaboration focused on reviewing data and instructional decision-making.	Building Levels teams

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

Strategy 1: Teachers use common language regarding reading standards and reading instruction and students demonstrate a clear understanding of daily learning targets and how they achieved them. Students demonstrate improved reading scores on i-Ready assessments.

Strategy 2: PD in use of Homeroom and i-Ready will be implemented during staff and levels meetings. Levels groups will disaggregate data to identify students of concern in Reading and Math.

Strategy 3: Teachers will develop a formal process/ protocol to review data and instructional decision making on a regular basis that will become part of our school's annual procedures.

**Madrona K-8  
2021-2022 Reading Data  
4th-6th Grades**

<u>Percentage of Students</u>	<u>Fall 2021</u>	<u>Winter 2022</u>	<u>Spring 2022</u>
Mid or Above Grade Level	29%	38%	42%
Early On Grade Level	25%	23%	23%
One Grade Level Below	27%	22%	18%
Two or More Grade Levels Below	19%	17%	17%

***What is your action plan? How will the plan achieve mid-year and end-of-year goals for equitable student outcomes?***

*Mid-year Reflect and Revise plan*

***What does this look like in action?***

Teachers have a better understanding and use i-Ready assessment data to plan intervention instruction for small groups and individual students. Teachers more effectively use the personalized path with students. They can adjust which lesson the student sees, which can help them target certain skills. All grade levels have implemented i-Ready as an intervention. Students use i-Ready a minimum of 40 minutes a week across the week.

Ongoing professional development in how to gather, analyze, and use data to guide instruction for focus groups. It is recommended that monthly time be provided for staff to collaborate around data and related instruction. Grade level teams do collaborate over small group instructional strategies when they meet twice a month.

Create protocols for collaboration focused on reviewing data and instructional decision-making. This will include training in Homeroom and continued work with i-Ready data to analyze disaggregated data and plan for student groups who are not being well served by current instruction and practices.

*What evidence or data will we review? (e.g., implementation and/or outcome data)*

Discussions and agreements on Collaboration Protocols for reviewing data and instructional decision making. Staff minutes of levels meetings and agreements.













**Madrona K-8  
Fall 2021 Panorama Data  
6th-8th Grades  
Sense of Belonging**

<u>Number of students who reported:</u>	<u>Fall 2021</u>	<u>Winter 2022</u>	<u>Spring 2022</u>
Feeling understood by people at school	55%	50%	46%
Feeling connected to adults at the school	40%	39%	51%
Being shown respect by other students	64%	58%	53%
Feeling a sense of belonging at school	67%	51%	50%

***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)?***

***Mid-year Reflect and Revise plan***

***What does this look like in action?***

The SEL Team reviews Panorama Survey and will analyze the questions within the sense of belonging strand in order to plan for Fall professional development. We will also share the data with the Madrona Integrated Team and Equity Team to plan for activities to increase a sense of belonging among families.

Follow up to this year's SEL professional development related to embedding SEL practices into daily practices, professional development

***What evidence or data will we review? (e.g., implementation and/or outcome data)***

Improved Panorama Survey responses in the area of belonging and adult connections. Increased involvement in school activities. Decrease in classroom and office behavior referrals.

	<p>around available curriculum (Second Step, Responsive Classroom, Panorama Pathways) along with learning walks where staff learn from each other will provide opportunities for teachers to share practices and learn from each other.</p> <p>Paraeducators have participated in professional development on supporting student connection and behavior as they supervise lunch and recess as well as in the classrooms. Continued time and opportunity for professional development and collaboration with paraeducators and certificated teachers is recommended.</p> <p>The Equity Team has launched a One School, One Book staff and family book study for the 2022-23 school year using the book Culturally Responsive Teaching and the Brain to build a shared understanding of culturally responsive teaching practices.</p>	
<p><i>End-of-year Reflect and Revise plan</i></p>	<p><i>What does this look like in action?</i></p> <p>Monthly focus on 5 traits (repeat each two times). Syaye? once per quarter focused on traits and student behavior expectations/ involvement.</p>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>Improved Panorama Survey responses. Increased involvement in school activities. Decrease in classroom and office behavior referrals.</p>

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

Name:	Role:
DHH Staff	Collaboration/ i-Ready Assessment data review.
Madrona Staff	Collaboration/ i-Ready Data review
Equity Team	Review of Agreed upon language and SIP process
Social Emotional Learning (SEL) Team	Review of Agreed upon language and SIP process
Instructional Leadership Team (ILT)	Collaboration/ i-Ready Assessment data review.
Grade Levels Teams	Collaboration/ i-Ready Assessment data review.
Administration	Collaboration/ i-Ready Assessment data review.

### Links to supporting documents

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