



# 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	Meadowdale High 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.

# Meadowdale High School, Edmonds School District

📞 4254317650

📍 6002 168TH ST SW  
LYNNWOOD, Washington 98037-2799



**1,443**

Students Enrolled  
*2021-22 School Year*



**76.0%**

Students Regularly Attend  
*2020-21 School Year*

**72.5%**

Met ELA  
Standards

**38.7%**

Met Math  
Standards  
*Spring 2022*

**37.7%**

Met Science  
Standard



**\$13,864**

Per-pupil Expenditure  
*2019-20 School Year*



**93%**

Graduated in 4 Years  
*2020-21 School Year*



**81**

Number of Classroom  
Teachers  
*2020-21 School Year*



High Math  
Growth

High ELA  
Growth

*2018-19 School Year*



**16.3**

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.**

# Meadowdale High School

## 2021-22

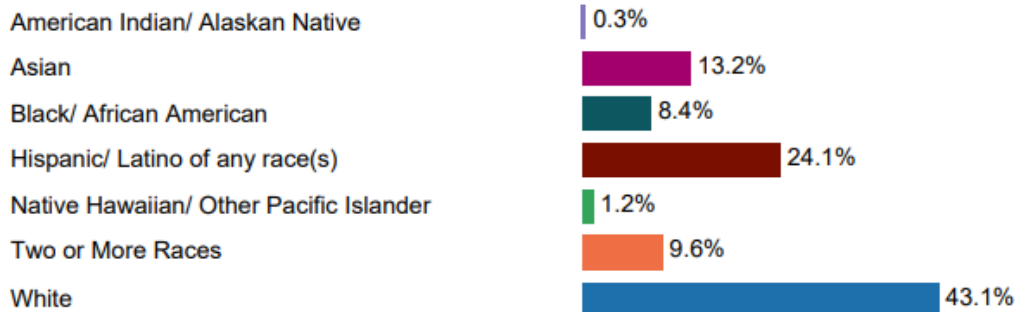
### Total Student Enrollment

1,445

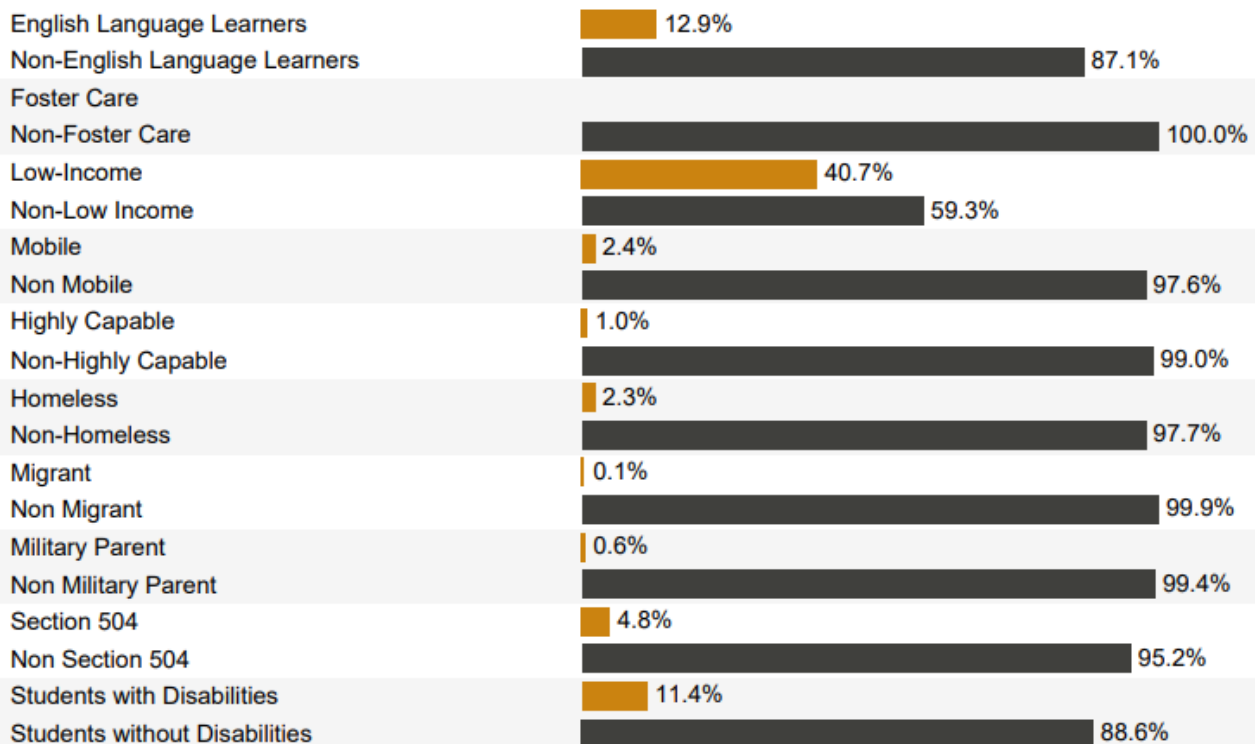
### Gender



### Race/Ethnicity



### Program and Characteristic



# Meadowdale High School

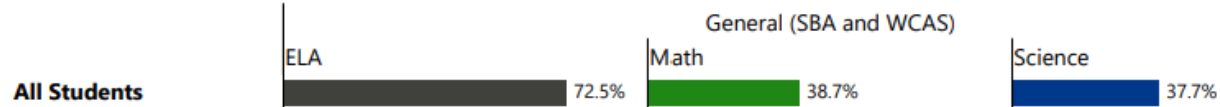
## 2021-22

Smarter Balanced Assessments (**SBA**): grades 3–8 and 10

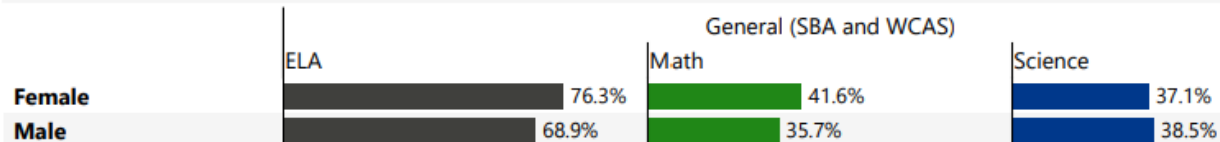
Washington Comprehensive Assessment of Science (**WCAS**): grades 5, 8, and 11

Washington - Access to Instruction and Measurement (**WA-AIM**): for students in grades 3–11 with significant cognitive disabilities

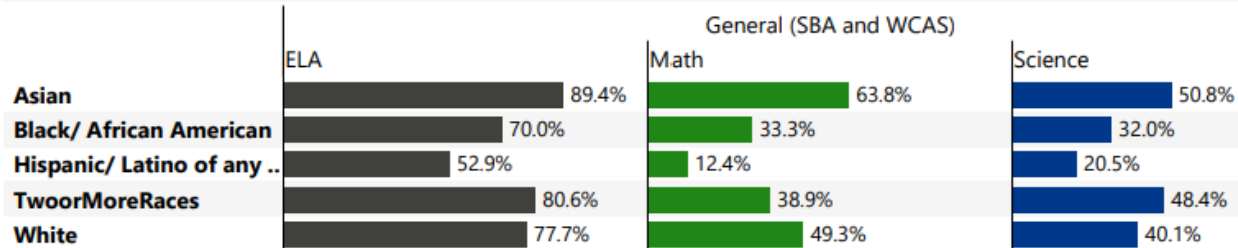
### All Students



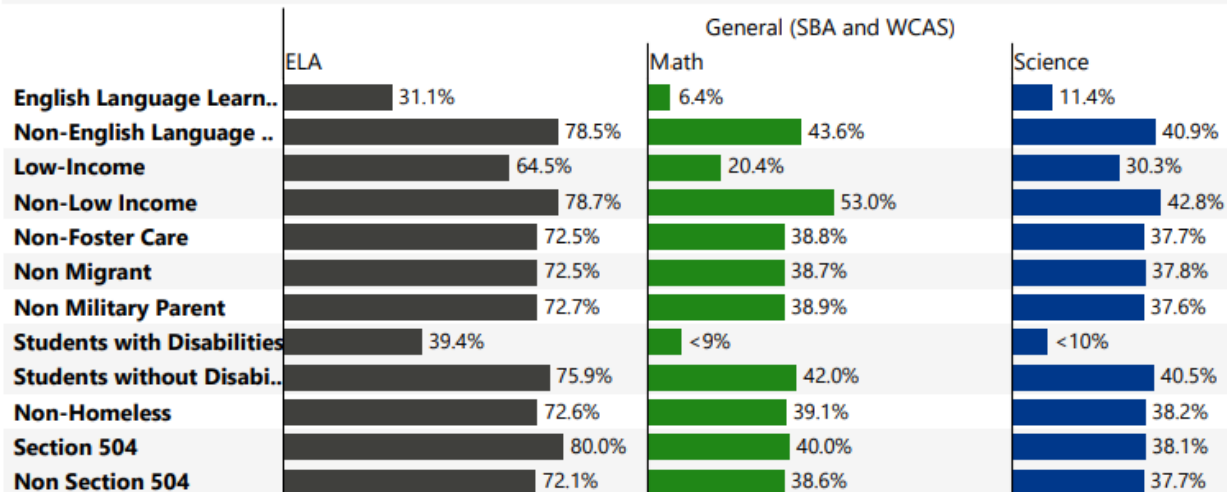
### Gender



### Ethnicity



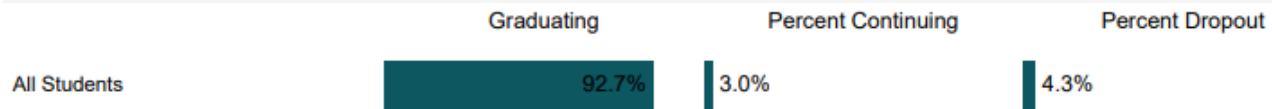
### Programs and Characteristics



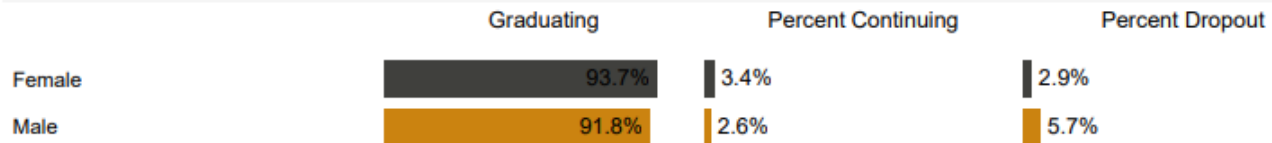
# Meadowdale High School

## 2020-21

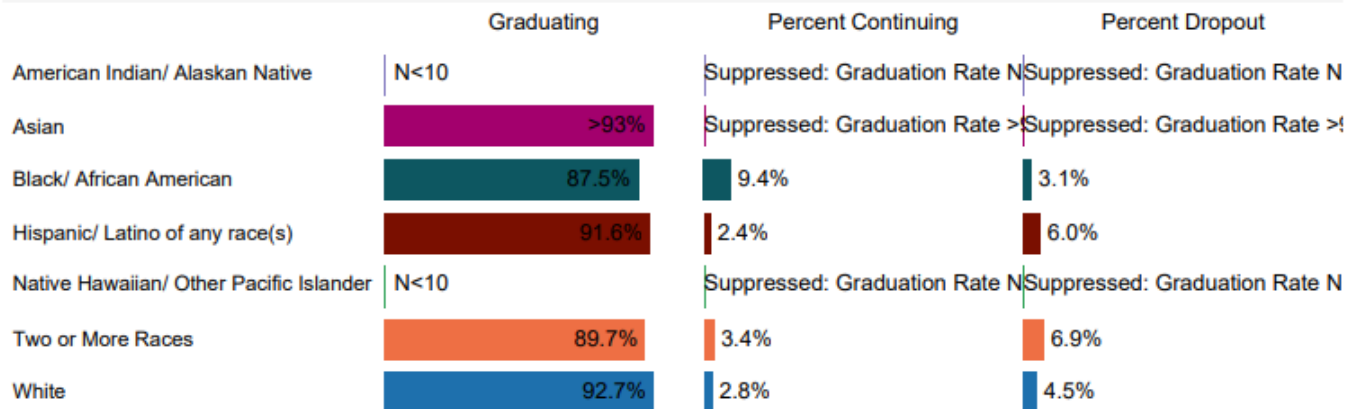
### All Students



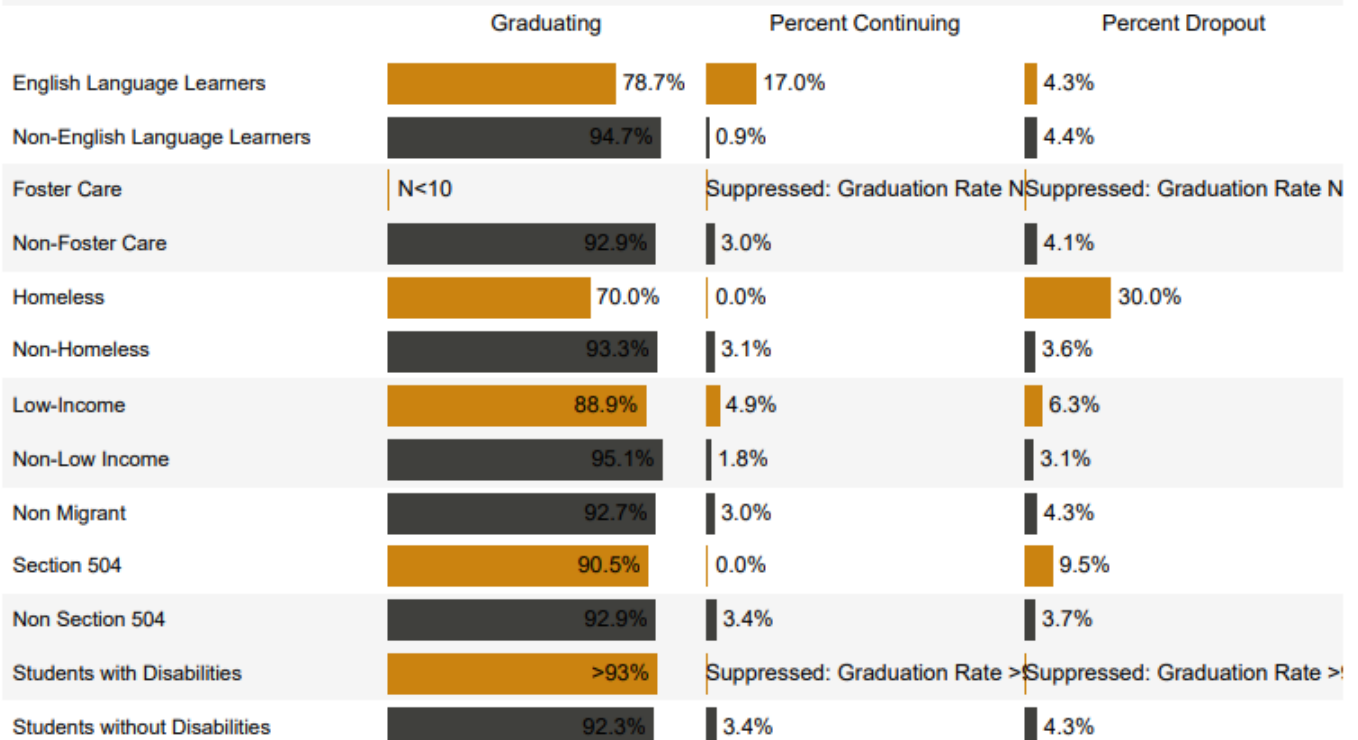
### Gender



### Federal Race/Ethnicity



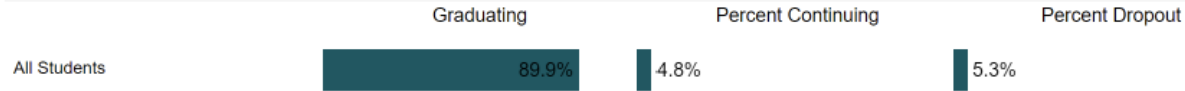
### Program and Characteristic



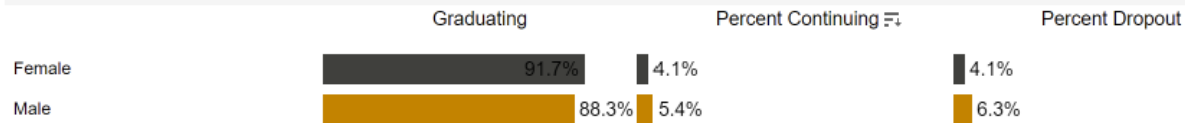
# What percent of students graduated in four years?

## Meadowdale High School 2019-20

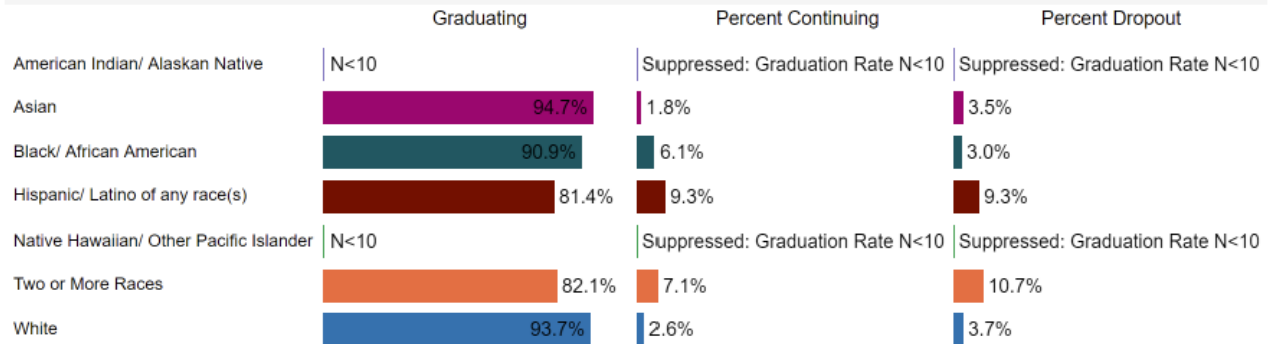
### All Students



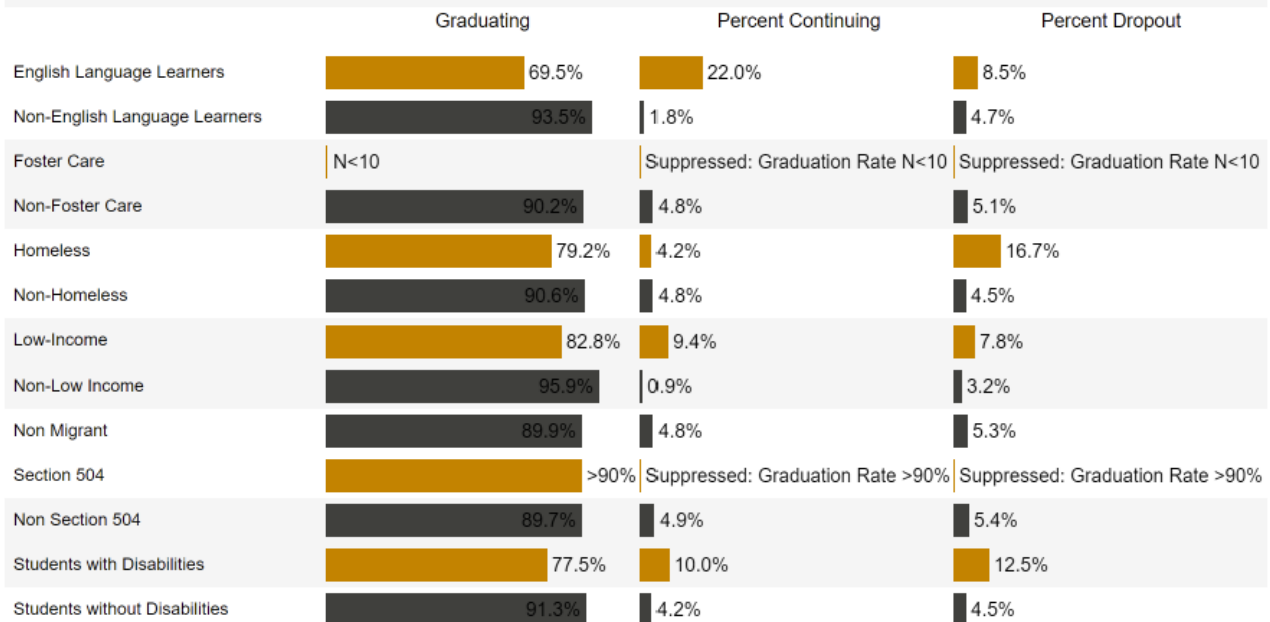
### Gender



### Federal Race/Ethnicity



### Program and Characteristic



### **Strengths and Successes:**

- Graduation Rate
  - Overall 93% (OSPI Data 20-21 SY)
  - Section 504 >90%
- 8 Co-Teaching opportunities to support ML and students on IEPs.
- 2 Credit Recovery opportunities to allow students to recover lost credit.
- Peer Tutoring after school Tuesdays and Thursdays.

### **New opportunities, instructional programs, supports:**

- Reengagement Team
- Safety/Security Focus
- MAMBO, PRG and Sports Booster Club Reboot-Increased Administrator Participation
- School Based Health Center (SBHC)
- Intensive Support Program Year 2
- AVID Year 2
- Student Intervention Team focused on Tier 1 and 2 Interventions
- Student Care Team focused on Tier 3 Interventions
- Based on Staff Input, Reimagining Achievement Time
- Family Resource Advocate Role
- School Social Worker Role
- Belonging in Action Initiative
- Peer Mediation Launch

## **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.
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<b>Equity</b> (such as student demographics)	<input checked="" type="checkbox"/>  <input checked="" type="checkbox"/>  <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<p><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></p> <p><i>District data stored on Skyward, Homeroom, and Panorama will also be disaggregated by economically disadvantaged, student mobility, and homeless student groups</i></p> <p><i>Staff diversity</i></p> <p><i>Staff professional development topics, and staff who attended</i></p> <p><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></p> <ul style="list-style-type: none"> <li>• Discipline Disaggregated Review</li> <li>• Healthy Youth Survey</li> <li>• i-Ready (Algebra 1 and Special Education)</li> <li>• AdvancEd Accreditation Report 18-19 SY</li> </ul>
<b>Engagement</b> (such as school culture and climate)	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/>  <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<p><i>Skyward: Student attendance (percent regular attenders),</i></p> <p><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></p> <p><i>Panorama student survey data</i></p> <p><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></p> <ul style="list-style-type: none"> <li>• Senior Exit Survey</li> <li>• AdvancEd Accreditation Report 18-19 SY</li> <li>• Skyward focus on tardy data</li> <li>• Extracurricular participation rates.</li> <li>• Student Attendance at extracurricular events.</li> </ul>
<b>Instructional Excellence</b> (and student learning)	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	<p><i>Skyward: Enrollment in advanced courses and specialized programs; grade level on-track indicators</i></p> <p><i>Homeroom: Grades K-12 I-Ready, Grades 1-8 Running records; 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> <ul style="list-style-type: none"> <li>• Surveys</li> <li>• Graduation Rates</li> <li>• AdvancEd Accreditation Report 18-19 SY</li> </ul>



## 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?

We will focus on improving the graduation rates for all, but specifically the groups with graduation rates less than 90%. See below:

Graduation Rates:

Strengths	Needs
<ul style="list-style-type: none"><li>● Overall 92.7%</li><li>● Section 504 90.5%</li><li>● SPED 93%</li></ul>	<ul style="list-style-type: none"><li>● ELL 78.7%</li><li>● Homeless 70.0%</li><li>● Low Income 88.9%</li></ul>

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

The following will review and monitor on a regular basis:

- School staff
- Equity Team
- Student representatives

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?

- COVID-19 pandemic is a potential causal factor to cause the current results.
- Budget Issues impact the ability to proactively plan and implement programs and interventions.
- Increased support for student and staff social/emotional needs.

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

**SIP Goal 1: Meadowdale High School will increase its overall on-time graduation rate from 90% to 94% by 2026. Special emphasis will be placed on increasing the on-time graduation rates of traditionally underserved populations as defined by OSPI data.**

**SIP Goal 2: Meadowdale High School will increase its overall on-track for graduation goal with each grade level. Special emphasis will be placed on increasing the on-track for graduation rates of traditionally underserved populations as defined by OSPI data.**

**SIP Goal 3: Meadowdale High School will increase student engagement by working to increase student participation in clubs and extracurricular activities from 36% (In 2018/2019 - 552 participants/1532 total students) to 50%.**

## 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: Meadowdale High School will increase its overall on-time graduation rate from 90% to 94% by 2026. Special emphasis will be placed on increasing the on-time graduation rates of traditionally underserved populations as defined by OSPI data.**

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

If Meadowdale High School implements a team of counselors and administrators who meet regularly and are solely responsible for tracking and monitoring 12th graders, then more students will graduate on time.

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

Strategies we will complete this year	Person or team responsible
Strategy 1: Implementation of AVID. <ul style="list-style-type: none"> <li>• This year we are aligning our school's mission and vision statement to align it with AVID's mission.</li> <li>• Additionally, we are introducing AVID strategies to our whole staff monthly.</li> </ul>	AVID Site Team, AVID Teacher
Strategy 2: Implementation of credit recovery opportunity <ul style="list-style-type: none"> <li>• This year we are adding organization and time management strategies to enable students to earn .5 elective credit in addition to credits recovered.</li> </ul>	Credit Recovery Teacher, Counselor, Admin, Registrar, IEP Case Managers

<ul style="list-style-type: none"> <li>• Regular communication between counselors, administrators and the credit recovery teacher.</li> <li>• Train special education teachers to use Grad Alliance in Study Skills classes as needed.</li> </ul>	
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How will we know that the strategy is working?		
<p>Strategy 1: As this is the second year of AVID implementation much of this year's data will be anecdotal. Passage rates of core academic classes from first and second semester for the 2022-23 school year will be evaluated against passage rates for the similar classes from the previous three years.</p>		
<b><i>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></b>		
<b><i>Mid-year Reflect and Revise plan</i></b>	<p><b><i>What does this look like in action?</i></b></p> <p>Staff professional development on AVID strategies. Analyze data as a staff.</p> <p>Implement student opportunities for learning (i.e. Tutoring, Semester Wrap Up, Student Intervention Team, etc.)</p>	<p><b><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></b></p> <p>Skyward grades, attendance rates, discipline data.</p>
<b><i>End-of-year Reflect and Revise plan</i></b>	<p><b><i>What does this look like in action?</i></b></p> <p>Staff professional development on AVID strategies. Analyze data as a staff.</p> <p>Implement student opportunities for learning (i.e. Tutoring, Semester Wrap Up, Student Intervention Team, etc.)</p>	<p><b><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></b></p> <p>Skyward grades, attendance rates, discipline data.</p>

**SIP Goal 2:** Meadowdale High School will increase its overall on-track for graduation goal with each grade level. Special emphasis will be placed on increasing the on-track for graduation rates of traditionally underserved populations as defined by OSPI data. The baseline data is located on page six of this document.

**Theory of action** If teachers in departments analyze course passage rates and identify those courses where students are experiencing the highest rates of failure and if teachers develop specific strategies to support students in those courses earning passing grades, then more students will be on track for graduation at each grade level.

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

Strategies we will complete this year	Person or team responsible
Strategy 1: The push-in model will be used as a strategy to provide in-class supports in the core general education classes for our EL and Sped populations. Currently, Meadowdale High School has eight classes with eight different teams.	Admin Team, Co-Teaching Partners
Strategy 2: Implementation of AVID.	AVID Site Team, AVID Teacher
Strategy 3: Monitor completion of the HSBP/4 year plan.	Counselor Team

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

Strategy 1: As this is the second year of AVID implementation much of this year's data will be anecdotal. Passage rates of core academic classes from first and second semester for the

2022-23 school year will be evaluated against passage rates for the similar classes from the previous three years.

***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> <p>Staff professional development on AVID strategies. Analyze quarter grades as a staff. Implement student opportunities for learning (i.e. Tutoring, Semester Wrap Up, Student Intervention Team, etc.)</p>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>Skyward grades, attendance rates, discipline data.</p>
<p><i>End-of-year Reflect and Revise plan</i></p>	<p><i>What does this look like in action?</i></p> <p>Staff professional development on AVID strategies. Analyze quarter grades as a staff. Implement student opportunities for learning (i.e. Tutoring, Semester Wrap Up, Student Intervention Team, etc.)</p>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>Skyward grades, attendance rates, discipline data.</p>

**SIP Goal 3: Meadowdale High School will increase student engagement by working to increase student participation in clubs and extracurricular activities from 36% (In 2018/2019 - 552 participants/1532 total students) to 50%.**

**Theory of action** If Meadowdale staff increases the engagement of student participation in clubs/extracurricular activities then students will earn better grades, achieve higher standardized test scores, attend school more regularly, and have higher self-esteem.

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

Strategies we will complete this year	Person or team responsible
<p>Strategy 1: Implementation of AVID.</p> <ul style="list-style-type: none"> <li>This year we are aligning our school's mission and vision statement to align it with AVID's mission.</li> <li>Additionally, we are introducing AVID strategies to our whole staff monthly.</li> </ul>	AVID Site Team, AVID Teacher
<p>Strategy 2: Link Crew</p> <p>Link Crew will host Freshmen Orientation, as well as other special events throughout the year to support freshmen and new students.</p> <p>Link Crew will host monthly meetings with freshmen students.</p>	Link Leaders and Advisors
<p>Strategy 3: FCCLA Club Fair</p> <p>FCCLA Club will host a fair in October highlighting all clubs and sports sponsored at Meadowdale HS.</p>	FCCLA Club and Advisor, Club Advisors, Coaches and Admin Team

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

Strategy 1: As this is the second year of AVID implementation much of this year's data will be anecdotal. Passage rates of core academic classes from first and second semester for the 2022-23 school year will be evaluated against passage rates for the similar classes from the previous three years.

***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> <p>FCCLA Club Fair Periodic check-ins with club advisors and coaches to see if they're continuing to advertise, recruit to increase student involvement. When administrators and counselors check in with students they will discuss student interests. Analyze quarter grades as a staff. Implement student opportunities for learning (i.e. Tutoring, Semester Wrap Up, Student Intervention Team, etc.) AVID requires extracurricular involvement.</p>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>Skyward grades, attendance rates, discipline data. Panorama data Data collected from Athletics/ASB Director regarding extracurricular involvement. Student Surveys</p>
<p><i>End-of-year Reflect and Revise plan</i></p>	<p><i>What does this look like in action?</i></p> <p>FCCLA Club Fair Periodic check-ins with club advisors and coaches to see if they're continuing to advertise, recruit to increase student involvement. When administrators and counselors check in with students they will discuss student interests. Analyze quarter grades as a staff. Implement student opportunities for learning (i.e. Tutoring, Semester Wrap Up, Student Intervention Team, etc.)</p>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>Skyward grades, attendance rates, discipline data. Panorama data Data collected from Athletics/ASB Director regarding extracurricular involvement. Student Surveys</p>

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

Name:	Role:
Dave Shockley	Principal
Deann Anguiano	Assistant Principal
Kim Dreier	Assistant Principal
Whole staff review June of 2022	
Parent group review and input	
Student leadership groups	

### Links to supporting documents

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