



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	2022-23
Our School Name	Meadowdale 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.

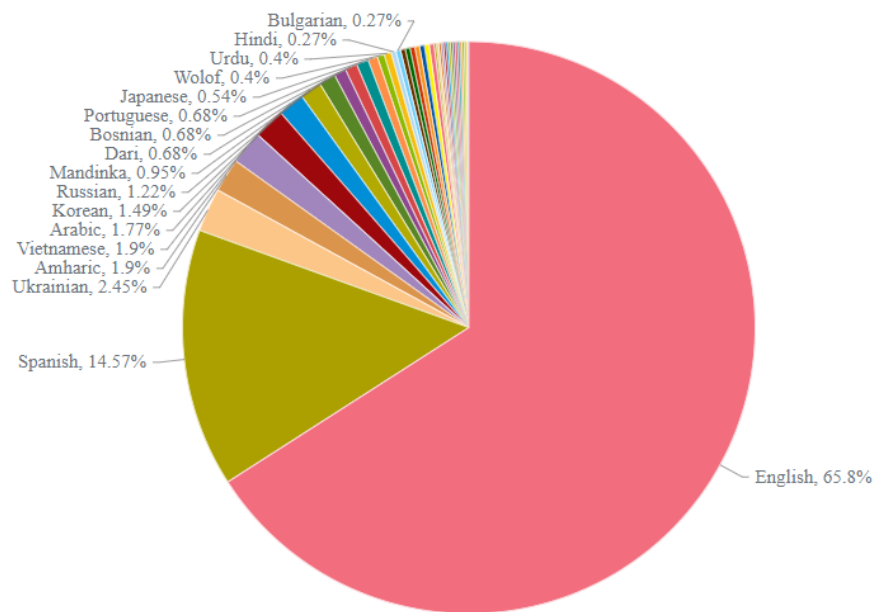
Meadowdale Middle School has 735 students in grades 7 and 8. We serve a wide variety of students, with 115 ML Learners, 3 different special education programs serving 125 students, 17 different languages, and a population of nearly 50% qualifying for free and reduced lunch benefits (data as of 9/20/22). Our core values are Community, Growth and Purpose. Our staff emphasizes relationship building with students, community building in their classrooms, employing a growth oriented approach to teaching and learning, and strong collaboration within departments. We are

committed to providing a positive learning environment that is equity based and focused on the consistent use of strong instructional practices and appropriate rigor for all students.

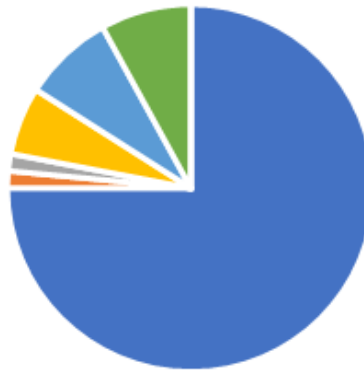
MMS STUDENT DEMOGRAPHICS



- White 49.93
- Two or more races 3.68
- Native Hawaiian/Pacific Islander 1.0
- Hispanic/Latino of any race 23.73
- Black/African American 11.86
- Asian 9.0
- American Indian/Native Alaskan .81



MMS STAFF DEMOGRAPHICS



- White 75
- Black/African American 8
- American Indian/Native Alaskan 0
- Two or more races 1.5
- Hispanic/Latino of any race 6
- Asian 8
- Native Hawaiian/Pacific Islander 1.5

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)	<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>

<p>demographics)</p>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	<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>
<p>Engagement (such as school culture and climate)</p>	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<p><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></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>
<p>Instructional Excellence (and student learning)</p>	<input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input 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>

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?

Last year we were focused on whole school data, as a large number of our students across all groups returned from online schooling one or more grade levels below standard. That still tends to be the case, although we do not have Fall SBA data to provide context for that assumption this year. We will be using i-Ready reading and math scores to track student progress and growth this year. In looking at that data from last year it is clear that our Hispanic/Latinx students are lagging behind their peers in reading and math. This was revealed in our 2021-22 i-Ready scores and our 2022 SBA scores.

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

The primary input for our SIP has come from our Building Leadership Council. Input for strategies and data collection were also shared/discussed with our Student Advisory Council and in our September MMS Community meeting held on Zoom for families.

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?

This has been a difficult question to answer. A reality from last year was that the students who returned to us from online learning the farthest behind also tended to be students from populations that faced the most challenges during that time - students from multilingual families, students from immigrant families and students from families in poverty. These groups lagged behind their peers prior to the pandemic and being in online school widened the gap.

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

We will be focusing on **growth** (reading and math) and **belonging**. Academic and personal growth is what middle school is all about. We strive to instill in our students that where they are when they come to us is not what matters - it's about where they are when they leave - hopefully ready for the higher stakes environment of high school. We also focus on belonging as that is a key to students feeling comfortable and safe in their school community - enabling them to feel safe, learn and grow and see school as part a path to their future.

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:

Goal #1 is focused on growth in reading using data from i-Ready. Our goal is that 75% of students will meet their Annual Typical Growth goal, 60% of students in the ML program will meet their Annual Typical Growth goal, and 65% of Hispanic/Latinx students will meet their Annual Typical Growth goal.

Theory of action If all staff at MMS deliberately use high leverage reading and instructional strategies in every classroom, and students engage in a minimum of 40 minutes of online, differentiated i-Ready instruction, students will meet or exceed their Annual Typical Growth goals during the 2022-23 school year.

How will we get the work done?

Strategies we will complete this year	Person or team responsible
Strategy 1: Content specific reading strategies will be incorporated into lesson plans in all academic classrooms a minimum of one time per week.	Science, Social Studies, and English teachers
Strategy 2: All MMS students will complete 2 i-Ready reading lessons per week and use i-Ready for reading practice for a minimum of 20 minutes per week.	All Homeroom and ELA teachers

How will we know that the strategy is working?

Strategy 1: Teacher formative assessment data and progress on subsequent i-Ready Reading diagnostics.

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> <p>Teachers will receive professional development regarding content specific reading strategies. Using an observational walkthrough tool, we will frequently observe students using content specific reading strategies in academic classes. We will see evidence of deliberate planning to account for language learners and students with disabilities.</p>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>Observational walkthrough data, i-Ready reading scores will increase 50% from the baseline data collected in September and October and the final goals stated above.</p>
<i>End-of-year Reflect and Revise plan</i>	<p><i>What does this look like in action?</i></p> <p>The use of content specific reading strategies in academic classes will be frequently observed.</p>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>Observational walkthrough data, i-Ready reading scores reach the levels specified in the</p>

		school's stated reading goal.
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How will we know that the strategy is working?

Strategy 2: Student progress on subsequent i-Ready reading diagnostic assessments.

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> <p>All students will complete 2 i-Ready reading lessons and engage in 20 minutes of iReady reading practice per week.</p>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>ELA teachers will monitor student engagement with i-Ready reading. i-Ready reading scores will increase 50% from the baseline data collected in September and October and the final goals stated above.</p>
<i>End-of-year Reflect and Revise plan</i>	<p><i>What does this look like in action?</i></p> <p>All students will complete 2 i-Ready reading lessons and engage in 20 minutes of i-Ready reading practice per week.</p>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>75% of all students, 60% of ML students, and 65% of Latinx students will meet their Annual Typical Growth Goal on the i-Ready Spring Diagnostic.</p>

SIP Goal 2:

Goal #2 is focused on growth in Math using data from i-Ready. Our goal is that 70% of students will meet their Annual Typical Growth goal on the Spring i-Ready Diagnostic.

Theory of action If math classrooms use the Building Thinking Classrooms instructional strategy, and if students engage in 40 minutes of i-Ready differentiated online instruction per week, we will meet our goals as measured by the Spring 2023 i-Ready Diagnostic Assessment.

How will we get the work done?

Strategies we will complete this year	Person or team responsible
Strategy 1: Math teachers use the Building Thinking Classrooms instructional strategy daily as part of their instruction.	Math Teachers
Strategy 2: All students will complete 2 i-Ready online math lessons per week.	Math and Homeroom teachers

How will we know that the strategy is working?

Strategy 1: Teacher formative and summative assessment data in math classes.

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	<p><i>What does this look like in action?</i></p> <p>Math classrooms will be a collaborative learning environment, with students using each other as resources to strategize and solve problems. Math instructional staff will meet regularly in their PLC to monitor student progress and their implementation of this instructional model.</p>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>Walkthrough and observational data</p>
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<p><i>End-of-year Reflect and Revise plan</i></p>	<p><i>What does this look like in action?</i></p> <p>Math classrooms will be a collaborative learning environment, with students using each other as resources to strategize and solve problems. Math instructional staff will meet regularly in their PLC to monitor student progress and their implementation of this instructional model.</p>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>Walkthrough and observational data</p>
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How will we know that the strategy is working?

Strategy 2: Student progress on subsequent iReady math diagnostic assessments.

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>On Wednesday and Thursday of every week, students will work independently on i-Ready reading and math for 20 minutes. Students will complete an additional 20-25 minutes in their English and Math classes.</p>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>55% of students will meet their Annual Typical Growth and 30% will meet their stretch growth on the Winter i-Ready diagnostic.</p>
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<p><i>End-of-year Reflect and Revise plan</i></p>	<p><i>What does this look like in action?</i></p> <p>On Wednesday and Thursday of every week, students will work independently on i-Ready reading and math for 20 minutes. Students will complete an additional 20-25 minutes in their English and Math classes.</p>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>70% of students will meet their Annual Typical Growth goal and 40% will meet their Stretch Goal on the Spring i-Ready Diagnostic.</p>
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SIP Goal 3: The sense of student belonging will increase as measured by specific questions on the Panorama Survey and student attendance data.

Theory of action *If we take a deliberate approach to identifying students whose attendance is less than 85%, and/or students who do not feel a sense of belonging at MMS, we will be able to intervene and apply strategies to increase attendance and belonging, resulting in increased academic achievement and mental health for students.*

How will we get the work done?

Strategies we will complete this year	Person or team responsible
Strategy 1: We will implement a “House” structure with community building activities to make the school feel smaller and allow every student to feel like they belong to a group at MMS.	All staff at MMS
Strategy 2: We will re-start the W.E.B. (Where Everyone Belongs) Program at MMS.	W.E.B. Coordinators
Strategy 3: We will implement the Character Strong social emotional learning program throughout the school.	Homeroom Teachers, Equity Team

How will we know that the strategy is working?

Strategy 1: An increase in positive student responses to specific questions targeting belonging on the Panorama Survey by 15% as compared to responses on the Spring 2022 survey.

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	<p><i>What does this look like in action?</i></p> <p>All students are assigned to a “House” as part of their Homeroom. Houses will compete in games, competitions, attendance rates, grades and academic growth.</p>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>We will be using 3 specific questions from the Fall and Winter Panorama Survey:</p> <ul style="list-style-type: none"> How connected do you feel to the adults at your school? (Spring of 2022, 29%)
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		<ul style="list-style-type: none"> • How connected do you feel to other students at your school right now? (Spring of 2022, 46%) • Overall, how much do you feel like you belong at your school? (Spring of 2022, 44%)
<i>End-of-year Reflect and Revise plan</i>	<p><i>What does this look like in action?</i></p> <p>All students are assigned to a “House” as part of their Homeroom. Houses will compete in games, competitions, attendance rates, grades and academic growth.</p>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>We will be using 3 specific questions from the Fall, Winter and Spring Panorama Survey:</p> <ul style="list-style-type: none"> • How connected do you feel to the adults at your school? • How connected do you feel to other students at your school right now? • Overall, how much do you feel like you belong at your school?

How will we know that the strategy is working?

Strategy 2: An increase in the number 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)?

<i>Mid-year Reflect and Revise plan</i>	<p><i>What does this look like in action?</i></p> <p>Beginning of Year leadership training and new student orientations followed up by W.E.B. group activities every 6 weeks.</p>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>80% of students will be meeting the 90% attendance goal.</p> <p>We will be using 3 specific questions from the Fall and Winter Panorama Survey:</p> <ul style="list-style-type: none"> • How connected do you feel to the adults at your school? • How connected do you feel to other students at your school right now?
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		<ul style="list-style-type: none"> Overall, how much do you feel like you belong at your school?
<i>End-of-year Reflect and Revise plan</i>	<p><i>What does this look like in action?</i></p> <p>Beginning of Year leadership training and new student orientations followed up by W.E.B. group activities every 6 weeks.</p>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>80% of students will be meeting the 90% attendance goal.</p> <p>We will be using 3 specific questions from the Fall and Winter Panorama Survey:</p> <ul style="list-style-type: none"> How connected do you feel to the adults at your school? How connected do you feel to other students at your school right now? Overall, how much do you feel like you belong at your school?

How will we know that the strategy is working?

Strategy 3: An increase in student self-efficacy, as measured by the Student Competency questions on the Panorama Survey.

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> <p>All students will be part of a Character Strong lesson in their Homeroom every 2 weeks.</p>	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>Student Competency, as measured on the Panorama Survey, will increase 10% from the baseline established in October of 2022.</p>
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<i>End-of-year Reflect and Revise plan</i>	<i>What does this look like in action?</i> All students will be part of a Character Strong lesson in their Homeroom every 2 weeks.	<i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i> Student Competency, as measured on the Panorama Survey, will increase 15% from the baseline established in October of 2022.
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Section 4. Who helped/will help co-design our School Improvement Plan?

Name:	Role:
Joe Webster	Principal
Tulani Freeman	Assistant Principal
Steve O’Leary	English Department Co-Chair
Alisha Ackley	English Department Co-Chair
Sophia Wegener	Math Department Co-Chair
Kate Fain	Math Department Co-Chair
Rachel Hyde-Prieto	Counselor
Hanaphi Sos	Counselor
Andrea Collins	College Place MS Principal
MMS Parent Club Board	Parent Input
MMS Student Advisory Council	Student Input

Links to supporting documents

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