![Edmonds School District logo]

# 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.

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| **Current School Year** | **2023 - 2024** |
| **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.**
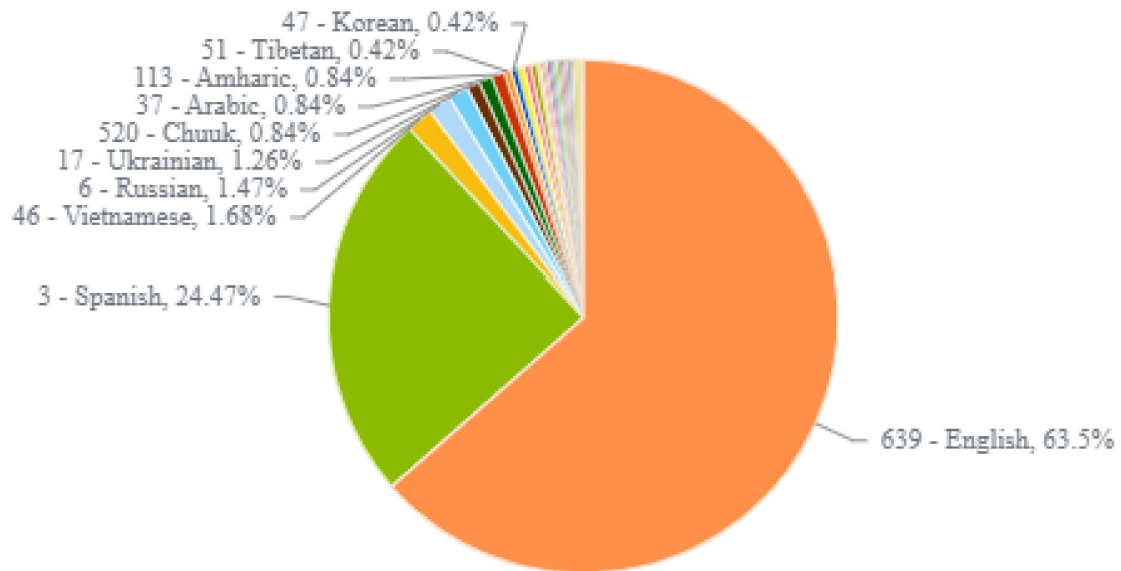
College Place Middle School is located in SW Quadrant of the Edmonds School District, serving students from 5 local elementary schools as well as students new to our community. College Place Middle School has an average enrollment of about 500 students split between two grade levels, grade 7 and 8. We 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 the Cougar Way (I am safe, I am kind, and I am a Learner). As a Character Strong™ school we identify monthly character dares 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 life-long learners and responsible citizens by teaching the mind and touching the heart. Currently, we serve 21.9% multilingual students, 51.68% qualify for free or reduced meal benefits, 14.13% are served with special education and our overall student attendance rate is 74.05% who have regular attendance. 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: White 38.6%, Latinx 33.1%, two or more races 12.4%, Asian/Pacific Islander 6.5%, Black/African American 8.9%, American Indian/Alaska Native 0.5%

Federal Race/Ethnicity Distribution
College Place Middle School
2023-24



- Asian
- Hispanic/Latinx of any race(s)
- Two or more races
- Black/African American
- Native Hawaiian/Other Pacific Islander
- White
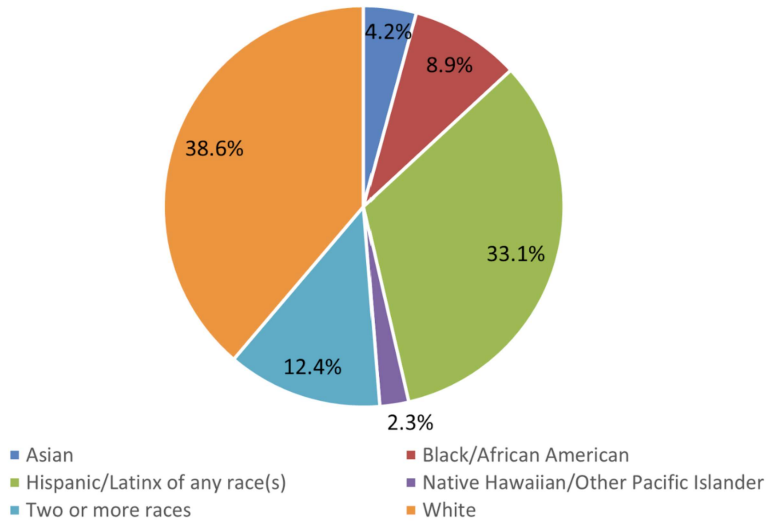
Linguistic data: Top 5 languages are English 63.5%, Spanish 24.47%, Vietnamese 1.68%, Russian 1.47% and Ukrainian 1.26%



47 - Korean, 0.42%
51 - Tibetan, 0.42%
113 - Amharic, 0.84%
37 - Arabic, 0.84%
520 - Chuuk, 0.84%
17 - Ukrainian, 1.26%
6 - Russian, 1.47%
46 - Vietnamese, 1.68%
3 - Spanish, 24.47%
639 - English, 63.5%

# Section 2. Vision and Mission

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| **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) | ☑ *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.* <br> ☑ *District data stored on Skyward, Homeroom, and Panorama will also be disaggregated by economically disadvantaged, student mobility, and homeless student groups* <br> ☑ *Staff diversity* <br> ☑ *Staff professional development topics, and staff who attended* <br> ☑ *Community partnerships, with PSO and Natural Leaders, Edmonds Foundation, Equity Team and OSPI data results* |
| **Engagement** (such as school culture and climate) | ☑ *Skyward: Student attendance (percent regular attenders),* <br> ☑ *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?)* <br> ☑ *Panorama student survey data annually* <br> ☑ *SEL instruction and Participation in Character Strong ™ activities Utilize restorative practices to address student behaviors and discipline* |
| **Instructional Excellence** (and student learning) | ☑ *Skyward: Enrollment in advanced courses and specialized programs; grade level on-track indicators* <br> ☑ *Homeroom:  Grades K-12 i-Ready, Grades 1-8 Running records; Grade K-12 Acadience (Dyslexia Screener)* <br> ☑ *OSPI state assessments: Grades 3-8 SBA or WA-AIM math and 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 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, Paraeducators, and administrators worked in heterogeneous teams to identify areas of need. English and Math instructional staff conference with students during the year to inform them of their present levels and benchmarks for the next i-Ready assessment. Our Tier 2 supports are our Reading Intervention course to target literacy needs and our English goal, as well as our PowerMath course to target our Math goal. Therefore, all of our goals were developed and are shared with our community biannually at community meetings and family events. Students have provided input via their role as elected senators for our sense of belonging goal strategies as well as survey results. Their voices are evident within our academic and social events on campus.

**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 having low attendance for the past few years due to a variety of factors. We also believe that we can use some deliberate attendance strategies with all students that will result in rapid growth.

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

Our goal will be that classroom teachers conduct progress monitoring and adjust instruction as needed for student performance in math and reading to be at grade level by the end of the year. By using the universally screening tool of i-Ready as the triannual measurement from September to June to closely monitor student progress. 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. Interventions are adjusted in response to students' progress and we will need to closely monitor student attendance, use strategic reading strategies across the curriculum such as Close Reading©, and to provide differentiated instruction leveraging the use of technology while employing engaging, collaborative inquiry based strategies across the curriculum. High quality instruction using district approved, evidence based curriculum will be delivered in the classroom to all students. In addition, using i-Ready with fidelity and having intentional curriculum alignment, academic vocabulary and common language across the content areas will support our positive impact on student learning. Furthermore, consistent communication with families to learn about the students' background, share progress updates will support our work this school year. 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 2021 to Spring 2024, students who are at or above early 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 40 minutes of i-Ready 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 |

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| Strategy 1: All staff will use content specific reading strategies, academic vocabulary and common language to impact reading comprehension skills; for example, building prior knowledge, specialized vocabulary, and learning to deconstruct complex sentences. Staff will provide guided support for making sense of texts while students are engaged in the reading process. | 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. | | |
| ***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?*<br><br>● All instructional staff will adopt content specific reading strategies, academic vocabulary and common language.<br>● Provide job-embedded professional development with Close Reading strategies (academic and common vocabulary), instructional technology and content lead professional learning sessions | *What evidence or data will we review?*<br><br>● Classroom walkthroughs and teacher observation cycles.<br>● With the Winter i-Ready assessment, 15% of students will increase their reading scores by at least half a grade level |
| *End-of-year Reflect and Revise plan* | *What does this look like in action?*<br><br>● Instructional staff will use content specific Close reading strategies, academic vocabulary and common language.<br>● 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. | *What evidence or data will we review?*<br><br>● On the Spring i-Ready assessment, 25% of students will increase their reading scores by at least 1 grade level. |

| How will we know that the strategy is working? |
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| Strategy 2: **ELA** Goal 1 - Students' i-Ready annual typical growth will increase 5% from the previous ELA diagnostic. Fall typical growth is the average annual growth for a student at their grade and baseline placement level. |

| *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?*<br><br>● During Cougar Achievement on Tuesday and Wednesday of every week, students will work independently on i-Ready reading for 20 min.<br>● Students will complete an additional 20 - 25 minutes asynchronously to approach reading at or near grade level with support from English teachers. | *What evidence or data will we review?*<br>● English teachers will monitor student use of i-Ready.<br>● Fall ATG was 47% previous and will be measured again upon completion of the diagnostic.<br>● Winter i-Ready ATG scores will improve by 5% from their fall diagnostic. |
| *End-of-year Reflect and Revise plan* | *What does this look like in action?*<br><br>● 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. | *What evidence or data will we review?*<br><br>● Spring ATG scores will improve by 10% of our students increasing from their Winter i-Ready diagnostic. |

**SIP Goal 2:**

**Between Fall 2021 and Spring 2024, students who are at or above early on grade level will increase from 25% to 28% as measured by i-Ready Math diagnostic and 30% of students will meet their annual typical 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?* | |
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| 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. Grade level and specialized instructional staff work in teams to plan instruction, intervention and support across content areas and levels of need, to monitor learner progress, and to adjust strategies based on learner response. Instructional staff engage in ongoing and frequent reflection or progress monitoring using grade level assessments for academics, function-based assessments and indicators of learner progress. | 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 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.

***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)?*

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| *Mid-year Reflect and Revise plan* | *What does this look like in action?*<br><br>● Instructional staff will use inquiry based learning strategies in their classes weekly.<br>● Students will use inquiry based learning strategies in their classes regularly in core content areas. | *What evidence or data will we review?*<br>● Classroom walkthroughs and teacher observation cycles.<br>● Winter i-Ready scores will improve with 25% of our students increasing by one grade level from their Fall i-Ready math diagnostic. |
| *End-of-year Reflect and Revise plan* | *What does this look like in action?*<br><br>● Students will regularly use inquiry based learning strategies in core content areas.<br>● Students are able to articulate their critical thinking with metacognitive strategies. | *What evidence or data will we review?*<br>● Spring i-Ready scores will improve with 50% of our students increasing by one grade level from their Winter i-Ready math diagnostic. |

| How will we know that the strategy is working? |
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| Strategy 2: **Math** Students i-Ready annual typical growth will increase 5% from the previous Math diagnostic. Fall typical growth is the average annual growth for a student at their grade and baseline placement level. |
| ***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?*<br><br>● During Cougar Achievement on Tuesday and Wednesday of every week, students will work independently on i-Ready reading for 20 min.<br>● Students will complete an additional 20 - 25 minutes asynchronously to approach reading | *What evidence or data will we review?*<br><br>● Math teachers will monitor student use of i-Ready.<br>● Fall ATG was 46% previous and will be |

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|---|---|---|
| | at or near grade level with support from English teachers. | measured again upon completion of the diagnostic.<br>● Winter i-Ready ATG scores will improve by 5% from their fall diagnostic. |
| *End-of-year Reflect and Revise plan* | *What does this look like in action?*<br><br>● 40 min per week or 2 lessons of My Path instruction to support students meeting their stretch goals and annual typical growth.<br>● During Cougar Achievement every week, students will work independently on i-Ready reading for 20 min.<br>● 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. | *What evidence or data will we review?*<br><br>● Spring i-Ready scores will improve with 50% of our students increasing by one grade level from their Winter i-Ready reading diagnostic. |

## SIP Goal 3:
**Between Fall 2022 to Spring 2023, students who report a sense of belonging and positive relationships in school will increase from 39% to 44% as measured by the Panorama survey and student regular attendance will increase from 74% to 77%.**

*Theory of action: If* we take a deliberate approach to identifying students whose attendance is less than 70% and, students who do not feel a sense of belonging at College Place Middle School, *then* 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.

### How will we get the work done?

| Strategies we will complete this year | Person or team responsible |
|---|---|
| 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' engagement structure. | All staff at College Place Middle |
| Strategy 2: Tier 1 universal interventions to enhance sense of belonging, safety, student skills, family engagement and school | MTSS/E3 Student Engagement Team members |

readiness. A key component of the engagement is helping families understand what their children are learning when they are in school and the negative effects of chronic absenteeism on realizing their hopes and dreams for their children.

| How will we know that the strategy is working? |
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| Strategy 1: **SEL** Goal 3  Student sense of belonging as measured by Panorama will increase 5% from Fall to Spring. |

| *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?*<br><br>● Monthly Character dares and overall implementation of monthly social emotional learning sessions.<br>● Promote Character Strong™ traits and the student recognition raffle with students, staff and families.<br>● Staff will identify opportunities for students to engage in activities related to Character Strong™. Including social clubs, reward activities, competitions and recognitions. | *What evidence or data will we review?*<br><br>● Winter Panorama Survey data points that relate to students' sense of belonging will increase by 2.5% from the initial Fall survey.<br>● If we meet our target, are there sub groups who are lagging behind other sub groups of students? |
| *End-of-year Reflect and Revise plan* | *What does this look like in action?*<br><br>● Staff will identify opportunities for students to engage in activities related to Character Strong™. Including social clubs, reward activities, competitions and recognitions. | *What evidence or data will we review?*<br><br>● Spring Panorama Survey data points that relate to students' sense of belonging will increase by 3% from the Winter survey<br>● House Point system, student recognition awards assembly |

| How will we know that the strategy is working? |
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| Strategy 2: **SEL** Goal 3 - School Average Attendance data will increase from 74% to 77% 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)?* | | |
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| *Mid-year Reflect and Revise plan* | *What does this look like in action?*<br>● Weekly Student Engagement Team (SET) meetings focusing on attendance, resources and academics.<br>● Student data is reviewed and interventions are crafted, implemented and monitored. Student Engagement Team (SET) teacher/staff referral process for on-going RTI analysis.<br>● Progress monitoring data, organizing attendance improvement strategy and ensuring chronically absent students receive support.<br>● Using cohort data prior to the beginning of the school year to assess how many students are likely to need additional supports and then determine how to put in place sufficient resources | *What evidence or data will we review?*<br>● The Homeroom Risk Report will be used to identify students who are disengaged.<br>● School Average Attendance data.<br>● Baseline attendance data from Fall had 74% of College Place Middle students meeting the 90% attendance threshold. |
| *End-of-year Reflect and Revise plan* | *What does this look like in action?*<br><br>● Weekly Student Engagement Team (SET) meetings focusing on attendance, resources and academics.<br>● Student data is reviewed and interventions are crafted, implemented and monitored. SET (Student Engagement Team) teacher/staff referral process for on-going RTI analysis. | *What evidence or data will we review?*<br>● Spring Panorama scores will improve with our students increasing by 3% level from their Winter Panorama survey.<br>● The Homeroom KPI Report will be used to identify students who are disengaged. |

| | | • School Average Attendance data will be measured again at the end of 1st semester, with 74% of students meeting the 90% attendance threshold. |
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# Section 4. Who helped/will help co-design our School Improvement Plan?

| Name: | Role: |
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| 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 | Community Stakeholders, Coffee Chat with the Principal participants, PSO members and Natural Leaders |

## Links to supporting documents
- [2021-26 Edmonds Strategic plan](#)
- [2023-24 Reflect and Revise Summary](#)

i-Ready Language:
- Early On Grade Level: Students who placed Early on Grade level have only partially met the grade - level expectations
- Mid On Grade Level: Students who placed Mid On Grade Level have met the minimum requirements of the grade level expectations
- Late On Grade Level:  Students who placed Late on Grade level have successfully met or surpassed the grade level expectations

Panorama: Student wellness - supportive relationships
- how connected are you to students right now
- how connected are you to adults at school right now
- sense of belonging