



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	2023-2024
Our School Name	Seaview Elementary

Section 1. Our school

A description of our school includes but is not limited to student demographics, school staff characteristics, strengths and successes, and new opportunities/instructional programs/supports for students, families, and staff.

Seaview Elementary is a K-6 community school where new learning is happening each and every day in every classroom. Seaview also provides Intensive Support education programs for 1st-3rd and 4th-6th students. In addition, we provide multilingual services for 42 students across all grades who speak different languages. Our school strives to support all students. We provide a nurturing, safe, inclusive learning environment using rigorous academic and social-emotional

resources so each student knows they belong. We include family engagement activities, annual Shark Runs, Readathons, Running Club, Art Docents, Science Day, Talent Show, Buddy Classrooms, Student Store, Seaview Singers, Equity/PTA Family engagement activities, and much more creating a united community.

Our Mission statement is:

S: Strive for Success

W: Work Together

I: Inspire Others

M: Make a Difference.

Our mission also includes being kind, safe, and responsible each and every day. We have a staff Social-Emotional Team that reviews daily attendance, and Panorama SEL student surveys, to create supportive connections with our students individually, in small groups, and as a whole school. Our Equity work is growing with a Parent/Teacher evening group and Staff Equity team focusing on Equity Themes that are aligned with ESD. We are working on current and historical barriers for marginalized students and how we can become more culturally responsive in our practice. We believe in creating a solid Home School connection with our families. We know that progress monitoring and communication with our families will establish a partnership that will support our students socially, emotionally, and academically. We are preparing our students for lifelong learning so that each student will be able to fulfill their full potential. It is our greatest pleasure to serve our students and families here at Seaview Elementary.

Group	# of Students	% of Students	Group	# of Students	% of Students
Total Enrollment	408	NA	Two or More Races	57	14%
American Indian/Alaskan Native	2	.5%	Bilingual Education	42	10%
Black/African American	16	4.0%	Homeless/Mc Kinney Vento	4	1.0%
Hispanic/Latino	41	10%	Free and Reduced Lunch	84	21%
Asian	24	6.0%	Section 504	19	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 demographics)	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<i>All state assessment and district data for students overall and disaggregated by race, ethnicity, ELL/multilingual learners, migrant, homeless, economically disadvantaged, and students with disabilities.</i> <i>District data stored on Skyward, Homeroom, and Panorama will also be disaggregated by economically disadvantaged, student mobility, and homeless student groups</i> <i>Staff diversity</i> <i>Staff professional development topics, attendance</i> <i>Focus Groups</i>
Engagement (such as school culture and climate)	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<i>Skyward: Student attendance (percent regular attenders),</i> <i>Exclusionary discipline (in-school, out-of-school, expulsion, removal to alternative setting due to discipline/behavior by reason, length or suspension/expulsion, SWIS Data</i> <i>Panorama student survey data</i> <i>Data sources used by our school to develop the SIP</i> <ol style="list-style-type: none"> 1. Family surveys gathering input 2. Family partnership/volunteer opportunities 3. Family partnership engagement activities 4. Second Step 5. Responsive Classroom 6. SWIS data 7. Panorama Surveys 3-6 8. Engagement/Belonging/SEL K-2 & IS

Instructional Excellence (and student learning)	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<i>Skyward: Enrollment in general education and specialized programs; grade level on-track indicators</i> <i>Homeroom: Grades K-6 i-Ready, Grades K-6 Running records; Grade K-6 Acadience (Dyslexia Screener)</i> <i>OSPI state assessments: Grade K: WaKIDS; grades 3-8: SBA or WA-AIM math and reading; grades 4-6: percentage of students who achieved high learning growth; WIDA (ELPA21)</i> <i>OSPI high school graduation rates, drop-out rates</i> <i>Classroom walkthroughs focused on high-leverage Tier 1 and 2 core instruction strategies — conferring, small group learning, consistent use of a guaranteed viable curriculum.</i> <i>Data sources used by our school to develop the SIP</i> <ol style="list-style-type: none"> 1. small group differentiated instruction 2. Volunteer support in classrooms
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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?

Based on the data summary, we notice disproportionate student data (ethnicity, disability, and economically disadvantaged status) in core content areas such as reading and math. We also notice that many students are making gains over time. Using what we noticed from the disproportionate student data, disparities in student outcomes were examined to create our SIP goals.

In our first and second years, we have raised our scores in each grade level in reading and math. We believe that this year we will meet 75% of students at standard in reading and math.

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

We will engage our students, families, and staff throughout this year by providing two-way communication and surveys that provide clarity, and collaboration centered on our SIP goals. Our Leadership team will plan and lead staff through professional learning and data dives. We will use assessment data from ESD Reading, Math curriculums, and Panorama surveys to inform our next steps in professional development and instructional strategies. Students will set new personal learning goals with their teachers and communicate these goals with their families. Progress monitoring will be communicated using i-Ready Reading and Math diagnostics, as well as other forms of communication. We will communicate goals with our families and report throughout the year. We will have input opportunities for our families through daily communication with the principal and staff, Equity Team, PTA, and Student /Family Surveys.

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?

Students, families, and staff are focused on our students' sense of belonging and academic growth. As a community, we are building a culture of belonging, engagement, and Social-Emotional support for our students. We are building our students' growth mindsets and perseverance skills. We know that in order for our students to thrive personally and academically we must help them develop and maintain positive relationships, and become lifelong learners. We are monitoring our attendance and SWIS data. We are also striving to align and differentiate our instructional practices so that each and every student receives high-quality teaching and learning each and every day. Panorama surveys provide data to increase student engagement activities and leadership opportunities for students to create a stronger sense of belonging.

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

We will do this through E3 MTSS systems for SEL and Academic Learning. Our goal as a school is to have our practice support our strategic plan by focusing on equity, engagement, instructional excellence, and belonging. We strive to increase student engagement and opportunities for differentiation and individualized support that are inclusive for all students (SPED, MLL, LAP, and Gen Ed).

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.

Between Fall of 2021 and Spring of 2024, students in grades 2-4 meeting grade-level reading standards will increase from 46% to 75% as measured by the i-Ready Reading diagnostic.

Theory of action

If we provide assessments and interventions for targeted Tier 1 whole group and Tier 2 small group instruction in literacy, then our students will meet grade-level standards in reading over the three-year SIP goal.

How will we get the work done?

Strategies we will complete this year

Person or team responsible

Strategy 1: Identifying student strengths and weaknesses. Identify instructional small group focus to meet areas of need. Differentiated and fluid small groups in core reading instruction.	Principal and Certificated Staff
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How will we know that the strategy is working?		
Strategy 1: Early assessment and early intervention are crucial in reducing literacy learning gaps and helping struggling readers become proficient readers. Staff will differentiate Tier 1 & 2 small group reading instruction using a viable balanced literacy framework in classrooms using the district-approved curriculum. i-Ready results will show an increase in student literacy proficiency.		
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> <ul style="list-style-type: none"> • Implementation of Tier 2 small group instruction in reading two times a week for students during core instruction. • Student growth should be on target for one year's growth or more by the end of the year. 	<p><i>What evidence or data will we review? (e.g., implementation and or outcome data)</i></p> <p>Precise measures, Intuitive reporting for teachers and administrators using the following:</p> <ul style="list-style-type: none"> • Running Records • i-Ready Reading Diagnostics universal and dyslexia screener • i-Ready Analytical tools and resources to help teachers deliver targeted interventions • Curriculum Embedded Assessments • Acadience • WaKids

		<ul style="list-style-type: none"> SBA
<i>End-of-year Reflect and Revise plan</i>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> All students have been served in fluid Tier 2 small group instruction for a minimum of two times a week Student growth will represent one year or more growth Students at standard in Reading will be 75% percent as a 2nd, 3rd, 4th grade cohort. 	<p><i>What evidence or data will we review? (e.g., implementation and or outcome data)</i></p> <p>Precise measures, Intuitive reporting for teachers and administrators using the following: Running Records i-Ready Reading Diagnostics Curriculum Embedded Assessments Acadience SBA Conference Notes</p>

SIP Goal 2.

Between the Fall of 2021 and Spring of 2024, students in grades 2-4 meeting grade-level math standards will increase from 31% to 75% as measured by the i-Ready Math diagnostic.

Theory of action

If we provide assessments and interventions for targeted Tier 1 whole group and Tier 2 small-group instruction in math, then our students will meet grade-level standards in math over the three-year SIP goal.

How will we get the work done?

Strategies we will complete this year	Person or team responsible
Strategy 1: Identifying student strengths and weaknesses. Identify instructional small group focus to meet areas of need. Differentiated and fluid small groups in core math instruction.	Principal and Certificated Staff

How will we know that the strategy is working?

Strategy 1: Early assessment and early intervention are crucial in reducing math learning gaps and helping struggling students become proficient mathematicians. Staff will differentiate Tier 1 & 2 small group math instruction using a viable balanced math framework in classrooms using a district-approved curriculum. I-Ready results will show an increase in student math proficiency.

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?

- i-Ready Math data used to create Tier 2 small group instruction with targeted instruction
- Small groups consistently being reevaluated for understanding and revising based on student attainment of skills as evidenced from data sources
- Scope and Sequence planning
- Beginning of year assessments: iReady Math, Curriculum CBA's
- Aligned PLC time in the schoolmaster schedule
- Communicate with families regarding student achievement

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

Precise measures,
Intuitive reporting for teachers and administrators using the following:
i-Ready Math Diagnostics
Curriculum Embedded Assessments
SBA
Conference Notes

*End-of-year
Reflect
and
Revise
plan*

What does this look like in action?

- Small groups consistently being reevaluated for understanding and revising based on student attainment of skills as evidenced from data sources
- Collaborative reflection using assessment data from beginning, middle, and end of year time periods that include instructional strategies, gap group growth, and overall student growth.
- Determine the best strategies for instruction to continue next year.

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

i-Ready Math Diagnostics

Precise measures,
Intuitive reporting for teachers and administrators using the following:
i-Ready Math Diagnostics

		Curriculum Embedded Assessments SBA PLC/MTSS Conference Notes
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SIP Goal 3:

Between Fall of 2021 and Spring of 2024, students in grades 4-6 will report an overall 5% growth in sense of belonging to Seaview Elementary, using Panorama data and other qualitative data such as school surveys, at the end of each year for three years.

Theory of action

If we intentionally focus on creating a welcoming, inclusive environment that prioritizes students' relationships, then all students will increase their sense of belonging.

How will we get the work done?

Strategies we will complete this year	Person or team responsible
Strategy 1: Know students' personal and academic stories, utilize and align Second Step, Responsive Classroom, Kelso's Choice, and Zones of Regulation. Create school-wide expectations and staff modeling and problem-solving	Principal and Certificated Staff, Counselors, and Student Intervention Coordinator

How will we know that the strategy is working?

Strategy 1: Increase data literacy of students' self-reported sense of belonging data as a staff so we can implement positive behavioral supports and social-emotional learning strategies K-6

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

<p><i>Mid-year Reflect and Revise plan</i></p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> • Social-emotional learning in all classrooms using Second Step by teachers • Responsive Classroom SEL strategies are implemented in all classrooms. • Panorama Survey grades 3-6 administered and analyzed to support students 1:1, small group, and cohorts. • Increase Equity Engagement Activities with students and families • Teachers will teach the behavior matrix • Teachers will review the behavior matrix as needed • Kids will be interviewed and surveyed through Panorama • Teachers will be made aware of the Equity Resources and monthly meetings • Morning meetings • Communicate expectations with families 	<p><i>What evidence or data will we review? (e.g., implementation and or outcome data)</i></p> <p>Principal and Certificated Staff, Counselors, Student Intervention Coordinator</p> <p>Second Step Morning Announcements - All school Second Step Lessons in the classrooms - align with announcements Responsive Classroom Morning Meetings- focus, activity, sharing aligned Student Artifacts: Super Shark Awards - PBIS focus Mid Year Panorama data: Supportive Relationships collected beginning, middle, and end of the year. Focus Group feedback throughout the year. Students following school-wide plan</p>
<p><i>End-of-year Reflect and Revise plan</i></p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> • Collaborative reflection using assessment data from beginning, middle, and end of year time periods that include instructional strategies, focus group growth, and overall student growth. • Determine the best strategies for instruction to continue next year. • Increase Equity and Family Engagement activities throughout the year. 	<p><i>What evidence or data will we review? (e.g., implementation and or outcome data)</i></p> <p>Observational data includes: Second Step Morning Announcements - All school Second Step Lessons in the classrooms - align with announcements Responsive Classroom Morning Meetings- focus, activity, sharing aligned Student Artifacts: Super Shark Awards - PBIS focus Mid Year Panorama data: Supportive Relationships collected beginning, middle, and end of the year. Focus Group feedback throughout the year. Students following school-wide plan</p>

	<ul style="list-style-type: none"> • Focus group survey feedback surveys sent out throughout the year that include students, staff and family/community. • Students take ownership of their feelings and actions • Teachers will share monthly school equity events • Continued communication with families 	
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Section 4. Who helped/will help co-design our School Improvement Plan?

Name:	Role:
Heather Pickar	Principal
Julie Greathouse	Kindergarten Teacher
Tricia Alseth	First Grade Teacher
Kristie Terwilliger	Second Grade Teacher
Suzannah Johnson	Third Grade Teacher
Erin Wagner	Fourth Grade Teacher
Catherine Mathias	Fifth Grade Teacher
Jaime Perry	Sixth Grade Teacher
Kelley Reeves	Paraeducator

Links to supporting documents

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