

## THREE-YEAR PLAN

# Edmonds School Improvement Plan (SIP) Grades K–8

## 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 outlines what staff members will do to ensure every student experiences belonging and is able to engage in their best learning. Our three-year SIP also includes ongoing student and family engagement as well as opportunities to reflect and revise to ensure we are making progress toward our goals.

**Our School Name** Madrona K-8

**Current School Year** 2024-25

## Section 1. Our School

A description of our school including (but not limited to) student demographics; school staff characteristics; strengths and successes; and new opportunities/instructional programs/supports for students, families, and staff members (500 words or less, including a table of student demographics). Other data can be added if desired.

Madrona K-8 School is a multi-age, non-graded school for grades pre-K - 8. Madrona has an enrollment of 620 students in grades K - 8. **The Regional Deaf and Hard of Hearing (D/HH) Program** is a vibrant part of our school community. Madrona is known for developing student leaders through multiage instructional practices that promote collaboration, project-based learning, and academic achievement. It focuses on five character traits as the basis for its annual themes and behavior expectations. These traits are **Respect, Responsibility, Kindness, Empathy, and Perseverance**.

Madrona Middle School students also participate in a yearly service project through the **Social Action Leadership Team (SALT)** that attempts to empower local communities in addressing one of their pressing community issues. Our **Madrona Integrated Team (MIT)** provides family

and staff support for our school through volunteerism, coordinating enrichment activities throughout the year, fundraising, and school financial support, as well as collaborating with school staff on activities and events. Our school has up to 400 family volunteers over a year.

School Demographics:

Race	American Indian/ AK Native	Asian	Black/ African American	Hispanic/ Latino of any race	2 or More Races	White
% Population	.2	14.8	5.0	10.3	8.5	61.2
% ELA Passing SBA	N<10	70.2	41.7	38.8	61.5	65.6
% Math Passing SBA	N<10	54.4	33.3	16.3	68.2	58.2

## 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 School Community Engagement Summary

Below is a list of possible data sources to help plan our three-year SIP or our annual target and strategies. Please check the data sources the SIP team used to tell our school's story. These data sources could include (but are not limited to) assessments, surveys, listening sessions or focus groups, participation in events, human resources data, and other data.

#### ***Equity (such as student demographics, listening sessions)***

- Student demographics
- Employee demographics
- Enrollment in advanced courses and specialized programs
- Opportunity gaps in academics, social-emotional learning, and discipline
- Least restrictive environment family surveys
- Other

#### ***Engagement (such as school culture and climate)***

- State data on students who are regular attenders
- District attendance data
- Exclusionary discipline data
- Student survey data
- Family survey data
- Family partnerships
- Participation in events and volunteer opportunities
- Other

### ***Instructional Excellence (and student learning)***

#### All Students

- State ELA assessment
- State math assessment
- WCAS and/or WA-AIM
- State student growth
- Grade level on-track indicators
- Acadience

- Classroom observation tool
- Other

#### Elementary

- State WaKIDS
- i-Ready reading
- i-Ready math
- Running Records
- Other

#### Secondary

- State graduation rates
- State dropout rates
- State ninth grade on-track
- District course completion
- District grades/GPA
- District i-Ready
- Other

### ***Reflection Questions (Please answer each question in 150 to 300 words.)***

1. Based on the data that our team reviewed, what strengths and specific needs were identified to inform planning our school's SIP for all students and for specific student groups? How were disparities in student outcomes examined and brought forward in planning?
  - Our 3rd-grade to 6th-grade students performed well on state and district assessments. Our school scored above the district average on state and district assessments, 3rd - 8th grade.
  - Our scores for Black and Latinx/ Hispanic students declined significantly, particularly with Latinx/ Hispanic students in math.
  - The scores for students with IEPs did not decline but did not improve as much as we had hoped.
2. Based on the data that our team reviewed, what areas are achieving our school's goals and/or making satisfactory progress? Why?

Our team believes that we have continued to score at or above district averages in reading and math due to our focus on basic math facts and foundational literacy skills. We also regularly meet in PLC groups. Many of our staff members have had LETRS training and participated in other District-level literacy committees. We also have provided focused instruction in SEL strategies using Second Step and Responsive Classroom material.

3. Based on the data that our team reviewed, what areas are not achieving our school's goals and/or not making satisfactory progress? Why?

We need to improve in all areas. We have yet to achieve the growth in math, literacy, or the sense of belonging we hoped for. Our scores have remained flat or declined over the past few years and our SBA scores for Black and Hispanic students dropped significantly over the past 2 years.

We have not provided enough focused attention and monitoring of progress by Students of Color in our school. While our population of Black and Latinx/ Hispanic students is not as large as other schools, we need to identify strategies that will engage and support these populations of students.

4. How did our team or school engage school community members (e.g., families, students, educators) in an ongoing way to help create, support, and monitor the SIP?

A presentation on state SBA scores was shared with the Madrona staff and the Madrona Integrated Team (MIT), followed by a question-and-answer session with parents in attendance. Additionally, we are reviewing our student and family survey results.

## Section 3. School Improvement Plan (SIP)

This section describes what our staff members 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 school goals should address a literacy goal, a math goal, and an engagement goal.**
- **High school goals should address an on-time graduation goal, a ninth grade on-track for graduation goal, and an engagement goal.**

### Long-Term SIP Goal 1 (Three-Year SMARTIE Goal)

Between Fall 2024 and Spring 2027, students in 3rd through 8th grades will demonstrate a 15% overall improvement in ELA proficiency, increasing from 61.5% to 76.5% as measured by the state Smarter Balanced Assessment (SBA).

### *Data Review to Identify Our Annual Target Goal*

#### **Reflection questions to consider when writing our annual target goal**

- *What trends or patterns do we see?*
- *Which departments, grades, and/or student groups are making satisfactory progress?*
- *Which are not making progress?*
- *Do these data indicate a need to adjust the SIP strategy?*
- *What are possible root causes or reasons for the problem?*
- *What additional data are needed to better understand root causes?*

### **SIP Annual Target (One-Year SMARTIE Goal)**

Between Fall 2024 - Spring 2025, 3rd through 8th-grade students will demonstrate an overall 5% improvement in ELA at grade-level proficiency, increasing from 58.33% to 63.33% as measured by the i-Ready diagnostic assessment.

***Theory of Action (Use “If ... then” statements to explain how our strategy or strategies will achieve this goal.)***

If the administrative team prioritizes professional learning and collaboration time through effective use of the building budget and meeting schedule,

And if teachers implement literacy curriculum with fidelity and monitor student progress with the Madrona MTSS Protocol.,

And if all staff take collective responsibility for academic equity through an equity lens,

Then all students will benefit from both strong core instruction and meaningful targeted interventions.

***Annual Strategies and Ongoing Work Plan***

**Reflection questions to consider when identifying our key strategy or strategies**

- *What solutions or strategies will we use to address the problem?*
- *Is the solution or strategy evidence-based?*
- *How will we make sure it is delivered with fidelity or as intended?*
- *What do families, staff members, and students think about the solution or strategy?*
- *What factors should we consider in the annual SIP (cultural, linguistic, instructional, curricula, others)?*

**Please list one to three key strategies:**

Strategy 1: Classroom teachers will continue implementing K-5 95% Phonics instruction and district literacy curriculum with fidelity.

Strategy 2: Classroom teachers will continue to monitor data through the Madrona MTSS Protocol and discuss and implement needed instructional strategies.

**What will the strategy or strategies look like in action?**

Strategy 1: Daily instruction in 95% Phonics and district literacy curriculum using differentiated instructional strategies. Middle school staff will focus on instruction in literacy skills using balanced literacy strategies and project-based learning activities.

Strategy 2: Teachers will meet 4 times yearly to study student literacy data and compare instructional strategies.

**Team or person responsible:**

Classroom teacher/ PLCs.

## Progress Monitoring

**Reflection questions to consider when planning how we will monitor progress**

- *What will staff and/or students know and be able to do after we implement the SIP?*
- *What data will be used to monitor progress?*
- *Are these data reliable?*
- *Is the collection of these data doable?*
- *How and when will we monitor progress?*

**Progress monitoring: What evidence or data will we collect to monitor implementation quality and progress toward SIP goal (e.g., data sources/measures, how, who and when data will be collected):**

PLCs will meet 4 times per year using the Madrona MTSS Protocol to compare data and share feedback on instructional strategies. Our staff uses Acadience assessment, Running Records, and i-Ready data.

## Long-Term SIP Goal 2 (Three-Year SMARTIE Goal)

Between Fall 2024 and Spring 2027, students in 3rd through 8th grades will demonstrate a 15% improvement in math at grade level proficiency, increasing from 48.7% to 63.7% as measured by the state Smarter Balanced Assessment (SBA).

## Data Review to Identify Our Annual Target Goal

**Reflection questions to consider when writing our annual target goal**

- *What trends or patterns do we see?*
- *Which departments, grades, and/or student groups are making satisfactory progress?*
- *Which are not making progress?*
- *Do these data indicate a need to adjust the SIP strategy?*
- *What are possible root causes or reasons for the problem?*
- *What additional data are needed to better understand root causes?*



### ***SIP Annual Target (One-Year SMARTIE Goal)***

Between Fall 2024 and Spring 2025, students in 3rd through 8th grades will demonstrate a 5% improvement in math at grade level proficiency, increasing from 35.66% to 40.66% as measured by the i-Ready diagnostic assessment.

### ***Theory of Action (Use “If ... then” statements to explain how our strategy or strategies will achieve this goal.)***

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

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

If **all staff** members have collective responsibility for the **academic equity** of all students through an equity lens,

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

### ***Annual Strategies and Ongoing Work Plan***

#### **Questions to consider when identifying our key strategy or strategies**

- What solutions or strategies will we use to address the problem?
- Is the solution or strategy evidence-based?
- How will we make sure it is delivered with fidelity or as intended?
- What do families, staff members, and students think about the solution or strategy?
- What factors should we consider in the annual SIP (cultural, linguistic, instructional, curricula, others)?

#### **Please list one to three key strategies:**

Strategy 1: Classroom teachers will continue implementing math standards to ensure foundational math skills.

Strategy 2: Classroom teachers will continue to monitor student progress with assessment data through the Madrona MTSS Protocol and discuss and implement needed instructional strategies.

### **What will the strategy or strategies look like in action?**

Strategy 1: Classroom teachers will provide focused instruction in math facts in grades K-5 using Expressions Math in K-3 and Bridges Math Program grades 4 and 5 to provide instruction to students daily using district curriculum materials.

Strategy 2: Classroom teachers will continue to monitor student progress with assessment data through the Madrona MTSS Protocol and discuss and implement needed instructional strategies.

### **Team or person responsible:**

Strategy 1: Classroom teachers.

Strategy 2: Classroom teacher/ PLCs.

## **Progress Monitoring**

### **Questions to consider when planning how you will monitor progress**

- What will staff and/or students know and be able to do after we implement the SIP?
- What data will be used to monitor progress?
- Are these data reliable?
- Is the collection of these data doable?
- How and when will we monitor progress?

### **What evidence or data will we collect to monitor implementation quality and progress toward SIP goal (e.g., data sources/measures, how, who and when data will be collected):**

PLCs will meet 4 times per year to compare data from unit assessments and i-Ready data. They will review SBA scores yearly.

## **Long-Term SIP Goal 3 (Three-Year SMARTIE Goal)**

Between Fall 2024 and Spring 2027, all 3rd through 8th grade students will demonstrate an increase in their sense of belonging from 79% to 90%, with positive responses measured by the district survey data, and improved attendance rising from 83% to 92%.

## **Data Review to Identify Our Annual Target Goal**

### **Reflection questions when writing our annual target goal**

- *What trends or patterns do we see?*
- *Which departments, grades, and/or student groups are making satisfactory progress?*
- *Which are not making progress?*
- *Do these data indicate a need to adjust the SIP strategy?*
- *What are possible root causes or reasons for the problem?*
- *What additional data are needed to better understand root causes?*

## **SIP Annual Target (One-Year SMARTIE Goal)**

Between Fall 2024 and Spring 2025, all 3rd through 8th grade students will demonstrate an increase in their sense of belonging from 79% to 83%, with positive responses measured by the district survey data, and improved attendance rising from 83% to 86%.

## **Theory of Action (Use “If ... then” statements to explain how our strategy or strategies will achieve this goal.)**

If the **administrative team supports staff development opportunities in Social Emotional Learning strategies** and leverages the daily class/ specialist schedule to prioritize our students' sense of belonging, and;

If **teachers implement Second Step and Responsive Classroom strategies with fidelity**; and,

If **all staff** members have collective responsibility for the social-emotional growth of all students through an equity lens,

Then **all students** will achieve social-emotional growth and increase their sense of belonging by improving overall attendance and reducing discipline referrals.

## **Annual Strategies and Ongoing Work Plan**

### **Questions to consider when planning our key strategy or strategies**

- What solutions or strategies will we use to address the problem?
- Is the solution or strategy evidence-based?
- How will we make sure it is delivered with fidelity or as intended?

- What do families, staff members, and students think about the solution or strategy?
- What factors should we consider in the annual SIP (cultural, linguistic, instructional, curricula, others)?

**Please list one to three key strategies:**

Strategy 1: All classrooms will conduct daily morning meetings and closing circles during the first 20 minutes of class and the last 10 minutes of class.

Strategy 2: The school will host a school-wide monthly morning meeting to recognize students for demonstrating Character Trait of the Month and to build community.

Strategy 3: Middle School staff and students will host 4 quarterly syaya (family) assemblies that focus on schoolwide attributes.

**What will the strategy or strategies look like in action?**

Strategy 1: Daily morning meetings and closing circles focused on SEL.

Strategy 2: Monthly school-wide assemblies focused on Character Traits and District Equity themes.

Strategy 3: Quarterly syaya assemblies led by middle school students and staff focusing on school attributes.

**Team or person responsible:**

Strategy 1: Classroom teachers.

Strategy 2: Principal/ classroom teachers.

Strategy 3: Middle School staff and students.

**Progress Monitoring**

**Questions to consider when planning you will monitor progress**

- What will staff and/or students know and be able to do after we implement the SIP?
- What data will be used to monitor progress?
- Are these data reliable?
- Is the collection of these data doable?
- How and when will we monitor progress?

**What evidence or data will we collect to monitor implementation quality and progress toward SIP goal (e.g., data sources/measures, how, who and when data will be collected):**

Quarterly attendance report.

Student Survey/ Family Survey Annually.

## Section 4. Who Helped or Will Help Design Our SIP?

Name	Role
<p><b>Instructional Leadership Team:</b></p> <p>Fabian Castilleja (Principal), Jennifer Tait, Jeanice Johnson, Amy Johnson, Brittany Juarez, Rachel Schofield.</p> <p><b>SEL Team:</b> Jessica Brady, Audrey Hamlin, Alex Lewis, Tammy Hemion, Lubna Khan, Diana Jacoby, Fabian, Tawny Clark, Jennifer Luce, Rebecca Wagner</p> <p><b>Equity Team:</b></p> <p>Meena Swaroop, Katie Monroe, Jessica Brady</p>	<p>Provided feedback and direction for collecting data and information from our staff.</p> <p>Provided direction for Monthly Character Trait Assemblies/ Instructional practices for SEL</p> <p>Feedback on School Data and monthly meetings for school equity and climate.</p>

## **Links to supporting documents**

- [Edmonds School District 2021–2026 Strategic Plan](#)
- [Mid-year Reflect & Revise Template 24-25](#)
- [End of Year Reflect & Revise Template 24-25](#)