

THREE-YEAR PLAN

Edmonds School Improvement Plan (SIP) Grades K–6, K–8, 7–8, and 9–12

Template Revised 08/06/2024

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 Meadowdale Middle School

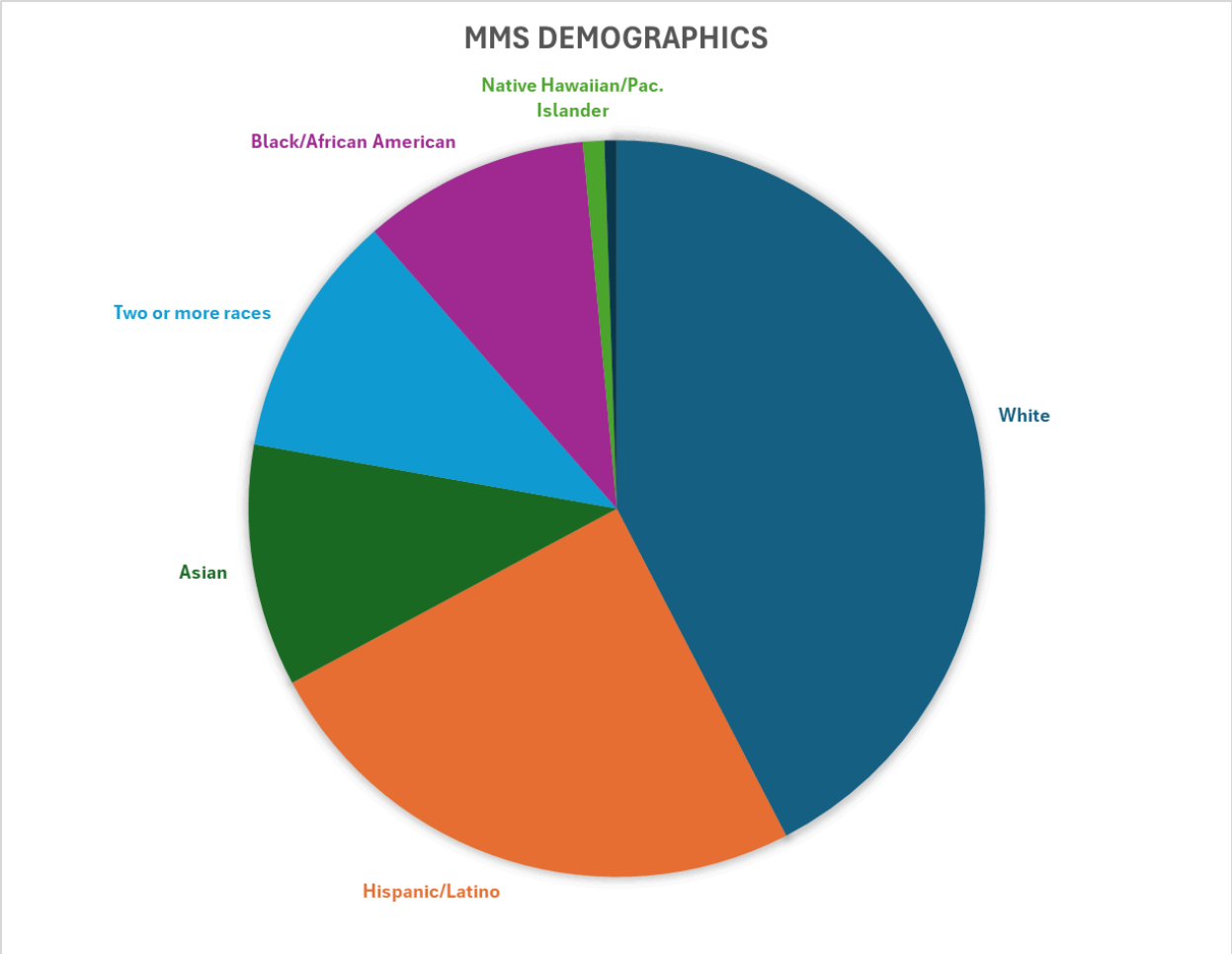
Current School Year 2024-25

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.

MMS has 750 students in 2 grades. We have 3 different special education programs with approximately 100 students and a multilingual learner program with approximately 150 students who speak 24 different languages. Our free/reduced meal rate is just below 50%. 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.

Below is a table with our student demographics.



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
- Family Surveys
- Special education and least restrictive environment data
- 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

- | | | |
|-----------------------------------------------------------|-----------------------------------------------------|---------------------------------------------------------|
| <input checked="" type="checkbox"/> State ELA assessment | <input type="checkbox"/> Classroom observation tool | <input type="checkbox"/> State dropout rates |
| <input checked="" type="checkbox"/> State math assessment | <input type="checkbox"/> Other | <input type="checkbox"/> State ninth grade on-track |
| <input checked="" type="checkbox"/> WCAS and/or WA-AIM | | <input type="checkbox"/> District course completion |
| <input checked="" type="checkbox"/> State student growth | | <input checked="" type="checkbox"/> District grades/GPA |
| <input type="checkbox"/> Grade level on-track indicators | | <input checked="" type="checkbox"/> District i-Ready |
| <input type="checkbox"/> Acadience | | <input type="checkbox"/> Other |

Elementary

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

Secondary

- State graduation rates

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 the planning of 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 staff identified 4 areas of growth for our school through a data study conducted in September:

- Attendance for all students, but specifically our Latino/Hispanic students.
- Achievement on the SBA for our African American students.
- Achievement on the WIDA for our MLL students
- Achievement on the SBA for our Special Education students.

2. Based on the data that our team reviewed, what areas are achieving our school's goals and/or making satisfactory progress? Why?
 - Students who are attending regularly (90%+) are passing the SBA at a significantly higher rate than students who are not. This tells us that our instruction is working for the vast majority of our students who are at school to receive it.
 - Our students have a strong sense of belonging (73% favorable) according to the Fall survey data. There were also no significant discrepancies between different groups (Ethnicity, Gender, or Program) in this data.

- Students are making progress in Reading and Math during the school year according to the i-Ready diagnostics. This has been a very useful common assessment tool for our students and staff to use throughout the school year.

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?

Although we are making gains on our SBA scores, they are still not meeting the levels that we set for ourselves. This is especially true for our Latino and African American students. As stated before - we believe that attendance is a significant factor for our Latino 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?

Our SIP. Our staff created goals following a review of last year's achievement, attendance, and SEL data. The goals have been shared with our parent community through our weekly newsletter and a Community Zoom meeting. Our Building Leadership Council will monitor our SIP. strategies through PLC work during the school year.

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)

Student performance on the 2024 SBA was:

7th Grade - 62% proficient (level 3 or 4)

8th Grade - 54% proficient (level 3 or 4)

Reading Goal - 7th and 8th grade students will improve by 3% annually on the SBA Reading Test. By the end of the 2027 school year, our goal will be:

7th Grade - 71% proficient (level 3 or 4)

8th Grade - 63% proficient (level 3 or 4)

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)

Student performance on the first i-Ready Reading Diagnostic in the Fall of 2024 was:

7th Grade Proficiency - 36%

8th Grade Proficiency - 45%

MMS students will reach the following levels of proficiency on the i-Ready Reading Diagnostic:

7th Grade - 60%

8th Grade - 65%

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

If we continue to implement the use of effective instructional practice for teaching literacy, SIOp instructional strategies for increasing student discourse, and the use of i-Ready to identify and fill gaps in students’ skills and knowledge, then achievement scores on the SBA reading test will improve for all student groups.

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

- Gradual adoption of SIOp instructional strategies to increase student literacy skills.
- Strategic scheduling of students 2+ grade levels below standard into the Reading Intervention Class.
- Schoolwide use of i-Ready for all students.

What will the strategy or strategies look like in action?

- Classroom instruction using SIOp instruction and Literacy Strategies.
- Students deliberately use language in all 4 domains - Reading, Writing, Listening Speaking - every day.
- Use of i-Ready in English classes, Homeroom, and as Homework for all students.

Team or person responsible

All Homeroom teachers, English teachers, and content teachers (Science, Social Studies)

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)

We will measure growth in Literacy proficiency through the use of i-Ready, student classroom work, and common assessments within each content area PLC.

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

Student performance on the 2024 SBA was:

7th Grade - 46% proficient (level 3 or 4)

8th Grade - 42% proficient (level 3 or 4)

Math Goal- 7th and 8th-grade students will improve by 5% annually on the SBA Math Test. By the end of the 2027 school year, our goal will be:

7th Grade - 60% proficient (level 3 or 4)

8th Grade - 65% proficient (level 3 or 4)

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)

Student performance on the first i-Ready Math Diagnostic in the Fall of 2024 was:

7th Grade - 27% proficient
8th Grade - 29% proficient

MMS students will reach the following levels of proficiency on the i-Ready Reading Diagnostic:
7th Grade - 50% proficient
8th Grade - 55% proficient

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

If our math department delivers lessons using the “Building Thinking Classrooms” instructional model, with deliberate use of SIOP strategies to assist MLL students, and students engage in using i-Ready as directed to fill gaps in math skills and knowledge, then achievement scores on the SBA math test will improve for all student groups.

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

- Gradual adoption of SIOP instructional strategies to increase student literacy skills to assist them in accessing math instruction.
- Use of the “Building Thinking Classrooms” instructional model to increase student discourse and engagement with math concepts.
- Schoolwide use of i-Ready for all students.

What will the strategy or strategies look like in action?

- Classroom instruction will incorporate frequent use of student grouping and discourse.
- Use of i-Ready in Math classes, Homeroom, and as Homework for all students.
- Lesson planning that reflects deliberate planning and use of SIOP instructional strategies.

Team or person responsible

All Homeroom teachers and Math teachers.

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)

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

Student attendance (rate of students attending 90% of the time or more) in 2023-24 was 67%.

Engagement Goal - The rate of students attending 90% of the time will increase by 5% each year. By the end of the 2027 school year, our rate of students attending 90% of the time will reach 85%.

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)

Student attendance (rate of students attending 90% of the time or more) in 2023-24 was 67%.

During the 2024-25 school year our rate of students attending 90% of the time or more will exceed 75%.

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

If students are regularly attending school they will be more likely to benefit academically, socially, and emotionally, leading to greater academic achievement and preparedness for high school.

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

- MMS Team visits to local apartment complexes for family outreach.
- Incentives for student attendance.
- Regular engagement through “nudge” letters, home visits, and phone calls to families of students with less than 80% attendance.

What will the strategy or strategies look like in action?

- Weekly meetings and monitoring of attendance and outreach to students and families who are below 80% attendance.
- “Attendance Week” - each quarter - beginning November 4.
- Increased use of S.E.L. strategies during instruction that increase student sense of belonging.

Team or person responsible

All administrators, counselors, teachers, and support staff. Everyone.

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)

- We will be collecting and reviewing attendance data weekly through the use of Homeroom.
- We will be monitoring the academic progress of students with attendance below 80% and communicating this with families.

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

Name	Role
Joe Webster	Principal
Brandon Pope	Assistant Principal
Peggy Aguilar	Administrative Intern
Susan Stansberry	Science Department Chair
Alisha Ackley	English Department Co-Chair
Steve O’Leary	English Department Co-Chair
Kate Fain	Math Department Chair
Sophie Wegener Bailey	Math Department Co-Chair
Brian Boardman	Social Studies Department Chair
Rachel Hyde-Prieto	Lead Counselor
Montse Healy	MLL Department Chair
Belinda Gloyd	SPED Department Chair
Janice Blackmore	Family Resource Advocate

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](#)