

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 Cedar Way Elementary School

Current School Year 2025-2026

Section 1. Our School

Cedar Way is a community school in the middle of a Mountlake Terrace neighborhood. We have a rich tapestry of students whose families come from all parts of the globe, and many families who have been in Mountlake Terrace for generations. This school year, we have 23 classrooms for our students and very strong Title I, Special Education, and Multilingual Education programs. Our students attend PE, Music, and Library classes each week.

Cedar Way has followed the Positive Behavioral Interventions and Supports (PBIS) model for years and treats every interaction as a chance to grow and learn about living in a diverse community. As our student population grows more multilingual year after year, we have begun to study the Sheltered Instruction Observation Protocol (SIOP) and Guided Language Acquisition Design (GLAD) to embed these excellent pedagogical strategies into our everyday instruction

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

- ☒ 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?

Overall, our students are making steady, ongoing progress in acquiring foundational reading skills through the use of the 95% CORE program, using assessment data to inform interventions, with regular progress monitoring by all teaching staff.

Our students identified as multilingual (ML) are making steady, ongoing progress in their reading and writing skills as measured by WIDA due to the work we have been implementing to improve students' phonemic awareness and phonics skills, as well as our systematic intervention strategies implemented in pullout and push-in settings.

Our efforts to support families and build a culture of belonging have led to an increase in our number of students who are attending school at an acceptable level. Our attendance team has been working closely with families whose children are chronically absent, which has helped more families stay on target with their children's attendance.

While our students identified as multilingual are making steady, ongoing progress in their reading and writing skills as measured by WIDA, they are not making as much progress in listening and speaking skills. Anecdotal classroom data also suggests that this issue is not limited to our ML students.

While Smarter Balanced Assessment (SBA) data shows that our students are generally showing growth from year to year, this growth isn't enough for most students to move towards meeting or

exceeding their grade level standard. Our overall proficiency levels have remained steady and have not increased over the past number of years.

- 2.** Based on the data that our team reviewed, what areas are achieving our school's goals and/or making satisfactory progress? Why?

As stated above, our students are making steady, ongoing progress in acquiring foundational reading skills through the use of the 95% CORE program, using assessment data to inform interventions, with regular progress monitoring by all teaching staff.

Our students identified as multilingual are making steady, ongoing progress in their reading and writing skills as measured by WIDA due to the work we have been implementing to improve students' phonemic awareness and phonics skills, as well as our systematic intervention strategies implemented in pull-out and push-in settings.

Our efforts to support families and build a culture of belonging have led to an increase in our number of students who are attending school at an acceptable level. Our attendance team has been working closely with families whose children are chronically absent, which has helped more families stay on target with their children's attendance.

- 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?

While our students identified as multilingual are making steady, ongoing progress in their reading and writing skills as measured by WIDA, they are not making as much progress in listening and speaking skills. Anecdotal classroom data also suggests that this issue is not limited to our ML students.

While SBA data shows that our students are generally showing growth from year to year, this growth isn't enough for most students to move towards meeting or exceeding their grade level standard. Our overall proficiency levels have remained steady and have not increased over the past number of years.

- 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?

All of our School Improvement Plan information will be shared and discussed with our Parent Teacher Organization (PTO) and our Student Advocacy Club when they convene later in the school year. Their input will help inform us of any needed modifications or additions to this plan.

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)

The percentage of 3rd to 6th-grade Cedar Way students reaching their grade level standard in English/Language Arts will increase from 38.9% in spring 2024 to 55% in spring 2027 as measured by the Smarter Balanced Assessment.

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)

The percentage of Cedar Way students (1st to 6th grade) reaching their grade level standard in Reading will increase from 46% in spring 2025 to 52% in spring 2026 as measured by the i-Ready Diagnostic.

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

Theory of Action:

If we:

- Deepen our understanding of the progression of language acquisition for new language learners,
- Learn and apply effective, research-based strategies for supporting language development in the classroom,
- And gradually increase the use of these strategies across all classrooms and learning spaces,

Then:

- Students will better understand the content being taught,
- Students will improve their grasp of key vocabulary and content concepts,
- Students will show greater success on both formative and summative assessments.

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

- Integrate SIOP/GLAD strategies of Comprehensible Input and Interactions into all literacy instruction and activities.
- Grade-level teams will meet monthly with Title I, ML, and special education staff to review instructional content, assessment data, and targeted interventions both in and out of the classrooms.

What will the strategy or strategies look like in action?

Teachers will review WIDA, SBA, and other district-approved assessment data to identify trends and gaps in their specific students' learning.

Based on this information, teachers will follow an Action Research model in a team, using the identified SIOP and/or GLAD strategies to respond to the trend or gap in learning. Teams will learn about a specific strategy, develop an implementation plan, actively teach using the specific strategy, meet with their team to review progress, and adjust as needed.

This cycle will continue throughout the school year as our teaching staff integrates Comprehensible Input and Interaction strategies.

Team or person responsible

All of these activities will be planned and monitored by our Instructional Leadership Team with the support of our district's Multilingual Department.

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)

- Implementation of SIOP/GLAD Comprehensible Input and Interaction strategies will be monitored using staff surveys, SIOP walk-through tools, and team reflections.

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

The percentage of 3rd to 6th-grade Cedar Way students reaching their grade level standard in Math will increase from 30.7% in spring 2024 to 49.6% in spring 2027 as measured by the Smarter Balanced Assessment.

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)

The percentage of Cedar Way students (1st to 6th grade) reaching their grade level standard in Math will increase from 37% in spring 2025 to 44% in spring 2026 as measured by the i-Ready Diagnostic.

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

If we:

- Have a better understanding of the progression of language acquisition of new language learners,
- Learn effective, research-based strategies for supporting language learning in the classroom,
- And steadily increase our implementation of these strategies in our classrooms and learning spaces...

Then:

- Students will have an increased understanding of the learning occurring in their classrooms,
- Students will increase their understanding of key vocabulary and content concepts,
- Students will be progressively more successful on formative and summative assessments.

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

- Integrate SIOP/GLAD strategies of Comprehensible Input and Interactions into all math instruction and activities.
- Grade-level teams will meet monthly with Title I, ML, and special education staff to review instructional content, assessment data, and targeted interventions both in and out of the classrooms.

What will the strategy or strategies look like in action?

Teachers will review WIDA, SBA, and other district-approved assessment data to identify trends and gaps in their specific students' learning.

Based on this information, teachers will follow an Action Research model in a team, using the identified SIOP and/or GLAD strategies to respond to the trend or gap in learning. Teams will learn about a specific strategy, develop an implementation plan, actively teach using the specific strategy, meet with their team to review progress, and adjust as needed.

This cycle will continue throughout the school year as our teaching staff integrates Comprehensible Input and Interaction strategies.

Team or person responsible

All of these activities will be planned and monitored by our Instructional Leadership Team with the support of our district's Multilingual Department.

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?*

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)

Implementation of SIOP/GLAD Comprehensible Input and Interaction strategies will be monitored using staff surveys, SIOP walk-through tools, and team reflections.

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

The percentage of Cedar Way students maintaining school attendance above 90% of our school days will increase from 70.4% during the 2023-2024 school year to 80% during the 2026-2027 school year.

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)

The percentage of Cedar Way students attending school more than 90% of the time will increase from 76% in the 2024–2025 school year to 80% in the 2025–2026 school year.

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

If we:

- Create and maintain school-wide and individual classroom cultures where every student feels safe, connected, and a contributing member.
- Monitor and support the students and their families who have difficulty attending school regularly,

Then:

- Students will regularly attend school except when they are ill, have medical appointments, or have specific family events.

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

- Our attendance team will continually monitor students who have below 90% attendance, identify students within this group who are at risk of further absences, and work closely with their families to provide support.
- School-wide, we will continue to implement the many strategies developed and implemented to build a positive school community where everyone feels connected and safe.

What will the strategy or strategies look like in action?

- Family support for increasing attendance with chronic absentee students can look very different from student to student, depending on their barriers to coming to school. To increase regular attendance, the attendance team will establish ongoing communication with the family to problem-solve and support these needs.
- Classrooms will continue to fully implement PBIS, Responsive Classroom, and Trauma-Informed Instruction strategies (which were part of past years' School Improvement Plans) within their classrooms to create and maintain a positive, supportive culture.

Team or person responsible

All of these activities will be planned and monitored by our Attendance Team and PBIS Committee.

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)

- Attendance will be monitored through our Skyward Data system. Anecdotal records will be maintained regarding family contact, support provided, and individual progress made with students.
- Our district student perception survey will be used to monitor school-wide perceptions of school culture.

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

Name	Role
Chris Lindblom	Principal
Somphien Manivanh	Multilingual Teacher
Carla Dorsey	Title I Teacher
Leann Onishi	Title I Teacher
Mai Smith	ISES Teacher
Tanya Dubiel	1st Grade Teacher
Tracey Holmes	2nd Grade Teacher
Paige Kristjanson	3rd Grade Teacher
Matthew Lofthus	4th/5th Grade Teacher
Randy Partee	6th Grade Teacher

Links to supporting documents

- [Edmonds School District 2021–2026 Strategic Plan](#)
- [Mid-year Reflect & Revise Template 2025-26](#)
- [End of Year Reflect & Revise Template 2025-26](#)