

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: Chase Lake Community School

Current School Year: 2025-2026

Section 1. Our School

At Chase Lake, we believe in creating a supportive and inclusive environment where every student can thrive. Our 356 students speak 17 different languages and represent a rich mix of ethnicities, cultures, and customs. We are a Title 1 school and are home to many specialized programs, including consolidated health services for students with Type 1 diabetes, inclusive preschool, an intensive special education program for students with high support needs, and an exemplary Multilingual Program that provides support for over 30% of our students. As a Title 1 school, we are proud to serve a diverse student population that reflects the rich tapestry of our community.

At Chase Lake, every individual is a vital contributor to our school's success. Inclusion means that all students have a place and that children with disabilities learn alongside their non-disabled peers. Building strong partnerships with families is fundamental to our practice, and we actively engage the community by creating welcoming spaces, hosting evening events, providing resources, and celebrating the strength of our diversity. The teachers and support staff

at Chase Lake are committed to being lifelong learners. We practice self-reflection and holding each other accountable to promote equity and enhance our teaching practices.

We believe in developing the whole child in an effort to develop literate, responsible citizens who positively contribute to society. Social-emotional learning and academic skills are equally valued and taught explicitly and supported through restorative justice, trauma-informed, and Responsive Classroom practices.

At Chase Lake Community School, we are committed to building a culture of respect, dignity, and shared humanity. By working in partnership with families and empowering student voice, we are committed to creating a school community where everyone belongs.

2024-2025 School Demographics

Group	% of Students	Group	% of Students
Enrollment	356	Free/Reduced Meals	58%
Hispanic/Latino	35.5%	English Language Learners	27%
Black/African American	11.1%	Homeless/McKinney- Vento	6.3%
Two or More Races	9.0%	Section 504	7.5%
Native Hawaiian/Other Pacific Islander	1.4%	Students with Disabilities	26.1%
White	34%	Student Mobility	3.1%
Asian	9.4%	Languages	17

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
- 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

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?

Strengths identified during our data review revealed our ability to provide intensive, effective support for students with the greatest needs. We successfully move students out of the lowest achievement categories, demonstrating that our intervention structures are working to build initial skills. However, the data also highlights that as we move students out of the lowest tiers, the below-grade-level category is expanding. Equity disparity emerged in our data. Sense of belonging for both Black/African American and Hispanic/Latino students dropped considerably by spring 2025. Fewer multilingual (ML) learners reached Tier 1 for the 24-25 school year compared to previous years, highlighting a growing discrepancy in outcomes when compared to non-ML students.

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

A strength at Chase Lake is our increasing population of multilingual students. It's important to highlight that over the course of the 24-25 school year, our spring ML testing population grew from 79 students in the fall to 116 students, many of whom are newcomers and Level 1 ML learners.

Across multiple assessments, there is evidence of movement of students out of the lowest achievement categories. In i-Ready, every grade level successfully reduced the number of students in Tier 3 and increased those in Tier 2, indicating success in building foundational skills

in reading and math. This general trend of moving out of Tier 3 is also evident in (Smarter Balanced Assessment (SBA) data. Overall, the data highlights effective Tier 3 interventions and strong teaching of foundational skills as contributors to this progress, though the trend of students just below proficiency indicates the next challenge of moving these students into grade-level.

Student survey data for belonging were collected in both fall and spring 2024-2025, from grades third through sixth. Overall, 72% of students reported a positive sense of belonging in the fall, which slightly decreased to 69% in the spring. Third grade showed the most growth, increasing from 76% to 90%. When looking at data around race and ethnicity, students identifying as two or more races reported the highest sense of belonging (77%), followed by Asian students (73%).

The students' sense of belonging is due to the implementation of effective relationship-building and community structures that make students feel valued. At Chase Lake, we use specific practices such as Morning Meetings and a Weekly Welcome Assembly to promote connection and a sense of shared community. There is explicit Social-Emotional Learning instruction with Second Step to teach empathy, responsible decision-making, and conflict resolution. We also try to maintain a positive and predictable environment where rules are clearly taught and positive behaviors are proactively acknowledged with consistent expectations from staff.

- 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?

When examining areas that present the greatest opportunities for strengthening instruction, our data shows a consistent challenge. Across multiple assessments in both English Language Arts (ELA) and Math, there is a trend that many students are moving out of the lowest Tier 3 category and landing just below proficiency. In addition, cohort data over time shows that as academic demands increase in the upper grades, student performance at or above grade level has decreased. Students may not be fully gaining conceptual understanding in the early grades, which makes it difficult for them to have success with complex grade-level standards later on. These outcomes are not a reflection of effort, but an indication that we need to focus on strengthening core instruction.

Finally, while the overall sense of belonging is positive, there are important trends in the data to examine more deeply. Our Hispanic/Latino students and Black/African American students reported the lowest overall sense of belonging in the spring. This decline is critical for follow-up, since there is a correlation between a lowered sense of belonging and academic motivation and progress.

- 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?

Engaging our entire school community is essential for achieving the goals outlined in our School Improvement Plan. By involving all stakeholders, we strengthen collaboration and create a

sense of ownership and shared responsibility. A key strategy used to engage our certificated staff will include regular opportunities to engage with data, including MTSS cycles during staff meetings, early release Fridays, and designated clock hour time. To create opportunities for ongoing dialogue and feedback from all stakeholders, there will be opportunities for our paraeducators to review SIP data and provide feedback. Our Natural Leaders and the PTSA team will review assessment data in each of the three goal areas and provide feedback for next steps. We plan to share the key components of our SIP with families during a whole school evening event and in our weekly communication, ensuring all families understand the plan and how they can support their student's learning outside of school. Our Student Advisory Team, composed of fifth and sixth-grade students, will have multiple opportunities to review the plan and provide valuable feedback throughout the year. Their insights help us ensure our initiatives are relevant and meaningful.

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 Spring 2024 and Spring 2027, students in grades 3 through 6 will increase their proficiency in English Language Arts from 41.5% to 55% at or above grade level, 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)

Between Fall 2025 and Spring 2026, the percentage of students performing at or above the benchmark in ELA will increase from 27% to 50%, as measured by the i-Ready Reading Diagnostic.

Theory of Action

If we, the Chase Lake learning community, strengthen our Tier 1 core reading instruction by identifying and prioritizing essential standards, enhancing small group differentiated instruction to target specific learning needs, and if we promote accountable academic conversations to deepen text-based comprehension and critical analysis, then students will demonstrate deeper understanding of complex texts and show measurable growth in overall reading achievement.

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:

- Strengthen Tier 1 Core Instruction
 - Identifying and Prioritizing the Essential Standards
 - Differentiated small-group instruction
 - Student Discourse/Accountable Talk
- SBA Interim Assessments

What will the strategy or strategies look like in action?

- Identifying and prioritizing the essential standards: Grade-level teams identify essential standards and align learning targets and success criteria. Implement vertical planning and focused collaboration time to align instruction.
- Differentiated small-group instruction: Teachers use data to identify students just below benchmark and design focused small-group instruction and interventions.
- A classroom with accountable talk and student discourse is characterized by active engagement, student ownership, respectful dialogue, and evidence-based arguments. Teachers establish daily routines with structured talk and sentence stems to build critical thinking and discourse skills.
- SBA Interim Assessments provide a diagnostic snapshot of student proficiencies, followed by data analysis and an instructional response.

Team or person responsible

The Chase Lake Leadership Team (certificated staff and administration) will facilitate professional learning, progress monitoring through data analysis, and revise strategies to meet the needs of our students.

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)

Data Source	Who	When
iReady Reading Diagnostic	All students receiving multilingual services K-6	Fall, Winter, Spring
Classroom Formative Assessments	All students receiving multilingual services K-6	Ongoing
WIDA	All students receiving multilingual services K-6	Annually
SBA: Language Arts	All students receiving multilingual services 3-6	Annually

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

Students in grades 3rd-6th will demonstrate growth in mathematical skills from Spring 2024 to Spring 2027, as measured by the Smarter Balanced Assessment-Mathematics from a baseline of 40% at or above grade level to a target of 55% at or above grade level.

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 2025 and Spring 2026, the percentage of students performing at or above the benchmark in Mathematics will increase from 15% to 40%, as measured by the i-Ready Math Diagnostic.

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

If we, the Chase Lake learning community, strengthen our Tier 1 core math instruction by clearly identifying and prioritizing essential standards, enhancing small group differentiated instruction to target specific learning needs, and if we promote accountable student talk to deepen reasoning and mathematical understanding, then students will engage more actively in learning, demonstrate stronger conceptual understanding, and show growth in mathematics achievement.

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:

- Strengthen Tier 1 Core Instruction
 - Identifying and Prioritizing the Essential Standards
 - Differentiated small-group instruction
 - Student Discourse/Accountable Talk
- SBA Interim Assessments

What will the strategy or strategies look like in action?

- Identifying and prioritizing the essential standards: Grade-level teams identify essential standards and align learning targets and success criteria. Implement vertical planning and focused collaboration time to align instruction.

- Differentiated small-group instruction: Teachers use data to identify students just below benchmark and design focused small-group instruction and interventions.
- A classroom with accountable talk and student discourse is characterized by active engagement, student ownership, respectful dialogue, and evidence-based arguments. Teachers establish daily routines with structured talk and sentence stems to build critical thinking and discourse skills
- SBA Interim Assessments provide a diagnostic snapshot of student proficiencies, followed by data analysis and an instructional response.

Team or person responsible

The Chase Lake Leadership Team (certificated staff and administration) will facilitate professional learning, progress monitoring through data analysis, and revise strategies to meet the needs of our students.

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)

Data Source	Who	When
iReady Mathematics Diagnostic	All students receiving multilingual services K-6	Fall, Winter, Spring
Classroom Formative Assessments	All students receiving multilingual services K-6	Ongoing
WIDA	All students receiving multilingual services K-6	Annually
SBA: Mathematics	All students receiving multilingual services 3-6	Annually

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

Every student will feel that they are valued members of the school community with a strong sense of belonging, from Spring 2024 to Spring 2027, as measured by the Edmonds Student Survey (grades 3rd-6th), from a baseline of 73% to a target of 90% responding favorably.

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)

Each and every student will feel that they are valued members of the school community with a strong sense of belonging, from Fall 2025 to Spring 2026, as measured by the Edmonds Student Survey (grades 3rd-6th), from a baseline of 76% to a target of 83% responding favorably.

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

If we, as the Chase Lake learning community, build a multi-tiered continuum of social-emotional support that promotes a school-wide culture of safety and inclusive learning environments, then every student will have a strong sense of belonging at Chase Lake.

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.

- SEL Tier 1 focus in every classroom K-6 (Second Step, Responsive Classroom)
- Weekly Welcome: weekly whole school assemblies to promote school-wide connectedness.

What will the strategy or strategies look like in action?

- In every K–6 classroom, teachers intentionally embed social-emotional learning through daily routines, lessons, and language that build empathy, self-regulation, and positive relationships, using the Second Step curriculum and Responsive Classroom practices.
- Each week, the whole school gathers to celebrate community, recognize students, and promote shared values. Creating a consistent sense of belonging and connectedness across all grade levels.

Team or person responsible

The Chase Lake SEL Team (certificated staff, counselor, SINC, and administration), Staff Advisory Team

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)

Data Source	Who	When
Edmonds Student Survey	All students 3-6	Fall/Spring
Attendance data from Qmlativ/Homeroom	All students K-6	Ongoing
Second Step implementation fidelity checks	Classroom teachers K-6	Ongoing

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

Name	Role
Megan Valencia-Lashley	Title Reading Teacher
Ony Huffman	Title Reading Teacher
Sarah Olive	Counselor
Sophie Newman	5th Grade Teacher
Jennifer Gero	Kindergarten Teacher
Angie Currie	4th Grade Teacher
Kelsey Monson	3rd Grade Teacher
Quyen Terry	Multilingual Teacher
Caroline Gaskill	Digital Learning Coach
PTSA Team	Families Supporting Chase Lake
Student Advisory	Fifth and Sixth-grade student leaders

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](#)