

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 Edmonds Elementary

Current School Year 2025-26

Section 1. Our School

Edmonds Elementary serves the community as a vibrant PK-6th-grade school and has consistently performed above district and state proficiency levels in Math and English Language Arts. Our staff is dedicated to our school, and most have been a part of the Edmonds Elementary community for over 10 years.

We provide multilingual support as well as Learning Assistance Program (LAP) services for grades K-3 and special education support through Developmental Kindergarten and Intensive Support Grades 1-6. We are proud of the growing diversity within our school. As a staff, we are engaged in daily inclusive practices such as Morning Meetings and using instructional best practices to support all students through student discourse, learning scaffolds and support, and enrichment opportunities based on student need. This year, we are focusing on math instructional alignment and strategies to ensure quality instruction across our classrooms and school.

Our families and community provide exceptional support through various family and student organizations, such as PTA, STARS, Equity Team, and Student Council. We benefit from an increasingly diverse, multigenerational population. We communicate regularly with families through a weekly newsletter and use ParentSquare's features to ensure families can access the information in multiple languages.

Multiple school teams work in partnership with our community to foster the best learning environment for our students. We are excited to host our annual Multicultural Night in February 2026. The Culture & Climate Team focuses on building a sense of belonging for our students, and we work as a school to implement Positive Behavior Interventions and Supports (PBIS) to promote and sustain a positive school culture. Our Orca Way is to be Safe, Responsible, Respectful, and Ready to Learn. Staff continue to use Responsive Classroom Morning Meetings, Second Step curriculum lessons, and targeted instruction with our school counselor.

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?

Our data review identified several strengths and specific needs to guide the development of our School Improvement Plan for all students, as well as for specific student groups. Among the strengths, 67.6% of students are meeting or exceeding the standard in English Language Arts (ELA), and 63.2% are meeting or exceeding the standard in math. However, a more in-depth analysis of our data using the Washington School Improvement Framework (WSIF) reveals disparities. Hispanic students, multilingual learners, and students with disabilities are performing below the proficient level in both math and reading. These achievement gaps are being prioritized in our planning to ensure equitable outcomes for all student groups.

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

Edmonds Elementary is making notable progress toward our school's goals, particularly in the area of reading within the **All Students** category as well as our **Asian** and **White** students, as measured by the Washington State Improvement Framework (WSIF). This progress reflects the emphasis on small group interventions and literacy-rich environments, which have proven effective in improving student outcomes. Additionally, regular classroom-based assessments, as well as benchmark assessments in Acadience and i-Ready, help equip our staff with the tools to continuously refine their teaching approaches.

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?

Our team determined that math remains an area where we are not making satisfactory progress, despite 63.2% of students meeting or exceeding the standard (up from 57.8% in 2024). Our analysis highlights a need to strengthen students' skills in numbers and operations to ensure they have a solid base for more advanced mathematical concepts. This foundational gap is limiting overall student growth in math.

Additionally, our SBA and i-Ready assessments indicate that Informational Text is an area for improvement in ELA. Addressing this will be key to enhancing students' ability to comprehend and analyze non-fiction content, which is critical for success across multiple subject areas.

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?

During the school year, our school will seek opportunities for ongoing engagement with our constituents to monitor and adjust our SIP. The SIP is a document that is referenced frequently throughout the school year as a guide for staff as we implement strategies and strive to reach our goals. Our Instructional Leadership Team will review progress toward our goals, and families will have the opportunity to engage in discussion and feedback through events such as general PTA meetings and principal listening sessions.

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)

From 2024-25 to 2026-27, students in grades 3-6 who are at or above benchmark in ELA will increase from 69.8% to 85% as measured by SBA scores.

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)

From Fall 2025 to Spring 2026, students in grades 1-3 who are at or above the benchmark in Informational Text Comprehension will increase from 45% to 60% as measured by i-Ready and from 8% to 20% for students who receive ML services as measured by i-Ready.

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

If teachers intentionally build students’ content knowledge through the use of high-quality informational text sets, explicit vocabulary instruction, and structured opportunities for academic discourse, and if teachers provide targeted scaffolds and language supports for multilingual learners, then students will expand their academic vocabulary, strengthen background knowledge, and improve their ability to comprehend and analyze informational texts.

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: Prioritize time to review and monitor data through 95% Core, district curriculum assessments, i-Ready instructional pathways, and SBA Interims

Strategy 2: Create What I Need (WIN) time in first grade

Strategy 3: Build content knowledge for non-fiction reading and writing

What will the strategy or strategies look like in action?

Utilize differentiated instruction:

- Teachers will ensure grade-level instruction to all students as well as intervention support to students who demonstrate gaps in learning. Students will also be provided with enrichment learning opportunities if focused skills have been mastered. This instruction will be monitored through the data collected in the assessments mentioned above.

Teach vocabulary in context and write to learn:

- Teachers will teach domain-specific words before reading
- Teachers will teach students to summarize, evaluate, and explain non-fiction text

Teach the district reading curriculum:

- Ensure non-fiction units are taught, including purpose and central idea

- Organization and structure, including: chronological, cause and effect, problem and solution, compare and contrast
- Use text features and visuals

Team or person responsible

Principal and classroom teachers

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)

95% Unit Assessments (K-5)

Acadience Benchmarks

i-Ready reports and benchmarks

WaKids

Vocabulary assessments in science: Amplify kits

WIDA

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

From 2024-25 to 2026-27, students in grades 3-6 who are at or above the benchmark in math will increase from 58.7% to 75% as measured by SBA scores.

SIP Annual Target (One-Year SMARTIE Goal)

From Fall 2025 to Spring 2026, students in grades 1-3 who are at or above benchmark in Numbers and Operations will increase from 32% to 50% as measured by i-Ready, and from 0% to 50% for students who receive ML services as measured by i-Ready.

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)

From Fall 2025 to Spring 2026, students in grades 1-3 who are at or above benchmark in Numbers and Operations will increase from 25% to 50% as measured by i-Ready, and from 8% to 50% for students who receive ML services as measured by i-Ready.

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

If teachers implement systematic instruction in numbers and operations that emphasizes conceptual understanding, procedural fluency, and application, and if teachers provide scaffolds such as visual models, manipulatives, and explicit academic language supports to ensure access for students, then students will strengthen their number sense, develop flexible strategies for solving problems, and increase their mathematical language proficiency.

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: Ensure Math Expressions Quick Practices and Daily Routines are implemented in all classrooms.

Strategy 2: Build mathematical thinking and discourse concepts in professional development sessions for staff.

Strategy 3: Strengthen instructions by providing targeted small-group support in the classroom for students who are not yet making adequate growth based on assessment data from Math Expressions Quick Quizzes, i-Ready diagnostics, and SBA interim assessments.

What will the strategy or strategies look like in action?

Teachers will focus on number sense and operations across our school

- Teachers will teach Math Expressions and follow the district pacing guide
- Teachers will ensure Quick Practices and Daily Routines are embedded into every math block each day.

Teachers will use i-Ready reports, SBA interim assessments, as well as classroom assessments to group students by specific skill gaps

- Short cycle assessments will be used by teachers to create small group instruction plans focused on specific mathematical skills. This instruction will be monitored through the data collected in the assessments mentioned above.

Team or person responsible

Principal and classroom 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)

i-Ready lessons and diagnostics
Math Expressions Quick Quizzes
Classroom-based interim assessments
WaKids

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

Between the Fall of 2024 and the Spring of 2027, Edmonds Elementary students' sense of belonging will increase from 77% to 90% as measured by the district Sense of Belonging Survey.

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)

From Fall 2025 to Spring 2026, students in grades 3-6 will report an increase in Teacher-Student relationships from 73% to 85% as measured by the district Sense of Belonging survey.

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

If we intentionally create a culture of community and connection in every classroom and throughout the school, then students will feel a stronger sense of belonging, trust, and safety, which will lead to deeper engagement in learning, positive relationships with peers and staff, and overall school success.

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: Utilize PBIS strategies such as positive reinforcement and student recognition to strengthen student-teacher relationships

Strategy 2: Use of whole-school community building through PODS (shared classes of students in grades K-6) once a month

Strategy 3: Continue structured Morning Meetings in all classrooms and provide a calming corner for students to access in moments of dysregulation

What will the strategy or strategies look like in action?

Increased student recognition:

- Monthly Character Trait assemblies for students, demonstrating monthly themes
- New incentives for students to earn positive reinforcement for following school-wide expectations (extra recess on Friday, lunch with the principal).

Utilize PODS as a monthly community-building activity for students and staff

- Students will move to different classrooms with a mix of grade levels (K-6) and build connections with other students and staff through structured lessons

Classrooms will hold Morning Meetings as one way to support student connection and belonging to the classroom and to the school

- There will be a greeting, a message, and sharing opportunities

Each classroom, including specialists, will have a calming corner for students who need to have a break before re-entering instruction

- Teachers will ensure the space is quiet and has privacy; they may have items like fidgets or coloring

Team or person responsible

Principal and classroom teachers

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)

Student survey data (district data)

Attendance data

Office referral data

Anecdotal notes from principal listening sessions

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

Name	Role
Heather Paddock	Principal
Debby Jarrell, Tamara Littlejohn, Chandler Sellevold, Lisa Griffen, Carmen Carpenter, Kelly Hampton	Instructional Leadership Team
Edmonds Elementary Staff	Teachers

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](#)