

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 Hilltop Elementary School

Current School Year 2025-2026

Section 1. Our School



Hilltop Elementary is a school that takes pride in how students, staff, and community work together to create a supportive, inclusive, and enriching learning environment.

*Our school vision is to create a safe,
inclusive learning environment for everyone,
where students respect themselves and others,
learn compassion and become empowered scholars.*

Our diverse student body represents a wide range of cultural identities, and we are committed to ensuring that every student feels a sense of belonging. Teachers and staff invest in understanding each student as an individual, leveraging their unique strengths and addressing their needs through a multi-tiered approach to social-emotional and academic learning.

Hilltop is dedicated to refining core instructional practices through ongoing formative assessments, professional development, and collaboration. We emphasize equitable academic practices to provide access for all students, thereby enhancing our instructional practices to support our growing number of English language learners.

Our success is deeply connected to the support of community partners and Hilltop families. The Hilltop PTSA, Foundry10, Edmonds School District Foundation, and other local groups play a crucial role in our achievements. Building partnerships with families is central to our strategies for engagement, equity, and excellence.

Student Federal Race	Number	Percentage
American Indian/Native Alaskan	1	0.17%
Asian	186	31.90%
Black/African American	17	2.92%
Hispanic/Latino of any race(s)	78	13.38%
Native Hawaiian/Other Pacific Islander	3	0.51%
Two or more races	87	14.92%
White	211	36.19%
Total Student Count	583	100.00%

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 - focus groups

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 and focus groups
- ☒ Participation in events and volunteer opportunities
- ☒ Other - focus groups

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 - Unit Assessment

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 revealed some small successes, such as a 2% increase in Smarter Balanced Assessment (SBA) English Language Arts (ELA) scores. However, this year showed limited progress toward our three-year goals in math and belonging, with gains leveling off compared to recent years. This plateau prompted our team to evaluate which strategies need more time, which require a narrower focus, and which should be revised to create greater impact.

Analysis of SBA and i-Ready results highlighted ongoing strengths in foundational reading skills, literacy comprehension, number sense, algebra, and algebraic thinking. Yet, both assessments consistently show opportunities for growth in comprehension of informational texts, vocabulary development, and geometry measurement. From the SBA item analysis, our team identified three key math and three literacy targets as the greatest areas of need.

We also recognize that a student's sense of belonging often correlates with academic success. According to the ESD family survey, family focus groups, and student survey, feelings of belonging are strong in many areas. The greatest opportunity for growth lies in fostering respect among peers.

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

Our school continues to demonstrate notable strengths in reading and math, with accelerated progress for specific student groups as shown by both SBA and i-Ready Diagnostic data that build consistently from year to year. In 2023–2024, our Hispanic students showed significant growth—an increase of nine percentage points in both reading and math. While we saw a slight dip in that progress during 2024–2025, our Multilingual learners made strong gains, improving five percentage points in English Language Arts. The expanded use of GLAD strategies and co-teaching models at several grade levels contributed to this growth, outperforming prior years that relied solely on pull-out supports. These student groups remain central to our ongoing progress monitoring and instructional focus.

Two grade levels have consistently outperformed others across multiple years, a success we attribute to intentional student goal-setting and protection of instructional minutes in core subjects. This year, another grade level joined their ranks, demonstrating that these approaches are scalable and effective. Within these three grades—third, fourth, and sixth—students with IEPs achieved faster growth rates than their peers, a clear indicator of meaningful gap-closing work that drives overall school improvement.

Our continued emphasis on extended academic time, explicit teaching of collaborative skills, and student goal-setting directly supports measurable growth. For example, i-Ready math proficiency increased by five percentage points from last spring, even as SBA performance held steady.

Target analysis of SBA data reveals strong student performance in fiction comprehension and opinion writing within ELA. In math, algebraic thinking emerged as a shared area of strength across multiple grades and assessments.

Finally, our belonging data reflects that students feel connected, cared for, challenged, and respected—affirming a culture of trust and professional confidence that supports sustained academic progress.

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?

The goal areas identified in our three-year School Improvement Plan remain essential priorities. While we have made progress in narrowing the achievement gap for multilingual learners, a significant disparity continues. Grade-level analysis highlights that our fifth and sixth-grade cohorts show the greatest needs in vocabulary and comprehension. These differences across classrooms provide opportunities to strategically target interventions and learn from effective instructional practices.

Language development challenges continue to impact multilingual students across subjects, including math. In response, we have expanded the integration of GLAD strategies during Geometry units, increased pre-teaching of academic vocabulary, and added push-in language support during math instruction. These practices strengthen conceptual understanding and language skills simultaneously.

Our ability to identify specific learning targets from SBA data has enhanced the focus of our improvement work. These targets span multiple grade levels and address critical skill areas:

- Reading:** Use explicit and implicit details to support inferences and identify central ideas with key supporting details.

- Writing:** Accurately apply academic and domain-specific vocabulary appropriate to the task, purpose, and audience.

- Math:** Understand area and perimeter concepts, relate area to multiplication and addition, and extend multiplication and division to include fractions.

Student survey data show that peer respect is our lowest area of belonging. This aligns with feedback from families of students in Special Education programs, emphasizing a need for greater awareness and empathy around visible and invisible disabilities. We will focus on teaching students about inclusion, respect, and the effects of microaggressions to strengthen belonging for all students.

We are committed to advancing academic and social growth through intentional instruction, inclusive practices, and data-informed strategies that ensure continued progress throughout the school year.

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?

We use multiple methods of two-way communication to engage our community in the SIP process. Relevant data is shared, and feedback on our progress is gathered from diverse groups of students, families, and educators, including the Instructional Leadership Team, Equity Team, PTSA Board, and Student Council. We also facilitate two-way communication during events like Curriculum Night and the September PTSA meeting. Throughout the school year, we will continue to seek input through affinity groups such as Multilingual Family Dinners and PTSA Equity Roundtables. Additionally, this year we are conducting student focus groups to ensure that student voices inform our continuous improvement efforts.

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 2024-2025 to 2026-2027, students in grades 3-6 who are at or above benchmark in math will increase from 63% to 75%, as measured by the 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)

Between Fall of 2025 and Spring of 2026, the percentage of students at end-of-year math standards will increase from 30% to 75%, as measured by i-Ready.

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

If grade-level teams collaboratively refine math units to embed high-level instructional practices, then students will demonstrate increased proficiency in math vocabulary, deepen their conceptual understanding, and improve operational fluency.

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

1. Alignment of unit structures to include formative assessment, student goal setting, operational fluency, math discourse, and required daily math minutes.
2. Incorporate the use of models, manipulatives, and GLAD pictorials to support understanding of the relationship between area and the multiplication and division of whole numbers and fractions.

What will the strategy or strategies look like in action?

- Provide professional learning that integrates assessments, quick practice routines, and interactive digital models across math units.
- Enhance student discourse through talk strategies, vocabulary development, the use of rich tasks, and fostering metacognition about learning.
- Maximize and align instructional time by increasing collaborative unit planning of effective math practices and ensuring increased instructional minutes.
- Collaboratively develop GLAD pictorial charts at each grade level to teach geometry vocabulary throughout the year, with guidance from the ML Instructional Coach.
- Refine instruction of the relationship between area and operations for whole numbers and fractions based on SBA item analysis by intermediate teachers.
- Leverage the use of SBA interim assessments for the lagging targets of the cohort and grade level as formative assessments.

Team or person responsible

Instructional Leadership Team: Math SIP Focus Group

Grade-level teams and instructional coaches

i-Ready consultant

Principal

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)

Goal	Progress Monitoring	Frequency
Refining math units to focus on lagging skills and effective practices	-Facilitated planning meetings and unit plans -Peer observations -Admin walk-throughs -Proficiency data (Class assessments and i-Ready)	- Two cycles of four sessions - Two cycles - Weekly -Per unit and quarterly
Geometry proficiency & operational fluency	-Proficiency data (Class assessments and i-Ready)	-Per unit and quarterly

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

From 2024-2025 to 2026-2027, students in grades 3-6 will increase their grade-level reading proficiency from 65% to 80%, 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)

Between Fall of 2025 and Spring of 2026, students in grades 3-6 who score proficient in the informational text comprehension domain of the i-Ready assessment will increase from 45% to 75%.

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

If professional learning focuses on teaching strategies that strengthen reading comprehension of informational texts and vocabulary acquisition, then students will increase their ability to comprehend informational texts.

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

1. Refine informational reading and content units by addressing gaps in students' comprehension of informational texts.
2. Implement GLAD strategies across content areas to increase vocabulary acquisition, usage, and background knowledge development.

What will the strategy or strategies look like in action?

- Collaboratively refine informational reading and content units to help students use explicit and implicit text details to support inferences and conclusions (SBA ELA Target 8), and to identify main ideas along with key supporting details (SBA ELA Target 9).
- Scaffold language development for English learners by implementing GLAD strategies that build background knowledge for all students, improve comprehension, and support the use of academic and domain-specific vocabulary (SBA ELA Target 7).

- Intentionally plan interactive nonfiction read-alouds focused on addressing specific comprehension challenges, guiding student discourse to deepen understanding, and expanding vocabulary usage.
- Use short nonfiction passages from the 95% Phonics and Morphology program for targeted practice in comprehension strategies and vocabulary development.

Team or person responsible

Instructional Leadership Team: Reading SIP Focus Group

Grade-level Teams

Instructional Coaches

Multilingual Teacher and LAP Team

Principal

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)

Goal	Progress Monitoring	Frequency
Refining non-fiction reading units to focus on lagging comprehension skills and effective practices	-Facilitated planning meetings and unit plans -Peer observations -Admin walk-throughs -Proficiency data (Class assessments and i-Ready)	- two cycles of four sessions - two cycles - weekly -per unit and quarterly
Comprehension of informational texts and vocabulary development	-Proficiency data (Class assessments and i-Ready)	-per unit and quarterly

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

Between Fall 2024 and Spring 2027, the percentage of students who agree with the statement “I feel that most students respect others at this school” on the ESD Student Survey will increase from 56% to 70%.

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 2025 and Spring 2026, the percentage of students who agree with the statement “I feel that most students respect others at this school” on the ESD Student Survey will increase from 58% to 65%.

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

If we have a school-wide focus on respect and develop a common understanding of what respect looks and sounds like, and we teach students to apply listening and speaking skills to social interactions and problem-solving conversations, then students will experience feeling respected by peers more frequently.

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

1. Empower students to recognize and show respect through communication strategies, behavior support, and inclusive practices.

What will the strategy or strategies look like in action?

- Administration will gather student perspectives and ideas for increasing peer-to-peer respect through focus groups, student council meetings, and surveys.
- Counselors and the Climate Committee will develop monthly lessons and activities aligned with our PBIS focus on respectful communication and behavior. These will include anti-bullying lessons that empower victims and upstanders to recognize, refuse, and report bullying.
- Fifth and sixth graders will engage in instruction on effective communication, perspective-taking, and problem-solving. This will take place in classrooms, small groups, and through the Husky Helpers peer coaching program.
- Administration and counselors will monitor and support consistent implementation of weekly Second Step lessons in classrooms.
- The Equity Team will lead professional development for staff on inclusive instructional strategies that recognize the unique strengths and voices of our Hispanic/Latino students and students receiving Special Education services, fostering classroom environments with greater respect, access, and inclusion.

Team or person responsible

Equity Team

Climate Committee

Student Council

Principal

Counselors

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)

Goal	Progress Monitoring	Frequency
Students feel respected by peers	- ESD Student Survey - Recess Survey - Student Council and student focus groups conversations with the principal - Discipline and student support records -- Family Survey & input	- three times per year - twice per year - three times per year - three times per year - once in the spring

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

Name	Role
Melissa Somoza	Principal
Saville Pickar, Jamie Davidson, Sarah Allsop-Fine, Sarah Thompson, Esprit Sager, Priscilla Lewis, Shana Dumo, Bonnie Sheehan, Corey Anderson, Diana Browne	Instructional Leadership Team

Links to supporting documents

- [Edmonds School District 2021–2026 Strategic Plan](#)
- [Mid-year Reflect & Revise Template 25-26](#)
- [End of Year Reflect & Revise Template 25-26](#)