Edmonds School District

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 Maplewood K-8 Parent Cooperative

Current School Year 2025-26

Section 1. Our School

Our school serves a diverse student body of 483 students and is committed to fostering a positive, inclusive learning environment. We provide resources and support to help each student succeed academically and emotionally, creating a community where all can reach their full potential.

Through our partnership with the Parent Cooperative Education Program (PCEP), we work closely with families to deliver the best education possible. This collaboration encourages children, parents, and teachers to participate equally, fostering a love for learning and valuing the uniqueness of every individual. By drawing on the diverse skills of parents, teachers, and students, we ensure that every child receives the support they need on their academic and personal journey.

Our academic achievements demonstrate the strength of our community. Many of our students are well-prepared for college-level learning. In English Language Arts (ELA), 75% of students are on track, with 76% in Mathematics. Our students' high engagement is reflected in strong attendance rates, with 88% attending 90% or more of the school year.

Our dedicated teaching staff includes 30 teachers with an average of 16 years of experience. With a student-to-teacher ratio of 29.3 and an average class size of 24.5 in K-6 general education, 30 in middle school, and 10 in intensive support classrooms, our teachers provide focused, personalized instruction that aligns with the PCEP mission and the ESD's commitment to equity and excellence.

We are especially proud of our support for students with disabilities, who make up 14% of our population. At Maplewood, we are committed to equity and inclusivity, ensuring that every child, no matter their need, has the opportunity to succeed.

In summary, our school is a vibrant, inclusive community dedicated to academic excellence and equity. As a culturally rich and linguistically diverse community with 19 different native languages spoken, we celebrate the global perspectives our students bring, and through strong partnerships with students, families, and educators, we create a supportive environment where every child can thrive, develop a lifelong love of learning, and grow as responsible world citizens.

Group	Number of Students	% of Students	Group	Number of Students	% of Students
Enrollment (September)	483	NA	Two or More Races	58	12%
American Indian/Alaskan Native	0	0%	Multilingual Language Learners	26	5%
Asian	59	12%	Homeless/ McKinney-Vento	0	0%
Black/African American	62	13%	Low Income	81	17%
Hispanic/Latino	39	8%	Section 504	42	9%

Native Hawaiian/Other Pacific Islander	2	0.4%	Students with Disabilities	69	14%
White	264	55%	Student Mobility	1	0.2%

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

- [x] State ELA assessment
- [x] State math assessment
- [x] WCAS and/or WA-AIM
- [x] State student growth
- [ ] Grade level on-track indicators
- [ ] Acadience
- [ ] Classroom observation tool
- [ ] Other

Elementary

- [ ] State WaKIDS
- [x] i-Ready reading
- [x] i-Ready math
- [ ] Running Records
- [ ] Other

Secondary

- [ ] State graduation rates
- [ ] State dropout rates
- [ ] State ninth grade on-track
- [ ] District course completion
- [ ] District grades/GPA
- [x] 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?

During the initial stages of planning our three-year School Improvement Plan (SIP), our team and stakeholders examined student data to identify strengths and areas of need that would guide our priorities for all students as well as specific student groups.

In ELA, strong overall performance was observed in early grades, particularly in 3rd and 4th grade, with notable gains among Latinx and African American students, which contributed to narrowing achievement gaps. Similarly, Math data showed high proficiency rates in the early grades, with both Latinx and African American students demonstrating improvement that reduced gaps, while Asian students, although experiencing a slight decline, continued to perform at the highest levels. Additionally, student perception data indicated a strong sense of belonging among Native Hawaiian or Other Pacific Islander and African American students, followed closely by White and Asian students, reflecting positive school culture for many groups.

However, the data also highlighted significant needs that guided our SIP planning. Students receiving Special Education (SPED) services experienced substantial declines in both ELA and Math proficiency, indicating an urgent need for targeted academic supports. Vocabulary development and comprehension were identified as key areas of need in ELA, while geometry and data/measurement emerged as areas requiring instructional focus in math. Science outcomes declined overall, with particularly low performance among 8th graders and widening gaps for students receiving SPED services. Furthermore, disparities in student outcomes were clearly evident through data disaggregation. While African American and Latinx students made

gains, students receiving SPED services and Multilingual Learners experienced declining performance and a reduced sense of belonging. Multilingual Learners reported the lowest levels of belonging, and only a small percentage of 6th graders felt consistently respected by peers. These disparities were deliberately examined and brought forward during planning to ensure that equity-driven, targeted strategies are prioritized within the SIP to support the needs of specific student groups and improve outcomes for all learners.

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

Based on the data reviewed at the time, several areas were achieving the school's goals and demonstrating satisfactory progress due to effective instructional practices and a strong focus on equity. In English Language Arts, early grade levels were showing strong performance, with students consistently meeting grade-level expectations. Achievement gaps were narrowing among historically underserved student groups, reflecting the success of rigorous Tier 1 instruction, the use of high-quality curriculum, and culturally responsive teaching practices that supported all learners. Similarly, mathematics performance in the early grades was progressing toward school goals, with students demonstrating a strong understanding of foundational concepts and targeted student groups showing measurable improvement. This growth was attributed to data-driven instruction, intentional differentiation, and instructional practices that were inclusive and responsive to diverse learning needs. Additionally, student perception data indicated a strong sense of belonging across multiple student groups, suggesting that school climate initiatives and family partnerships were effectively creating a supportive and inclusive environment. Together, these trends demonstrated that the efforts in place at that time were positively influencing student outcomes and advancing the school toward its long-term goals.

After the first year of implementing our School Improvement Plan, our data review indicates notable progress toward several of our academic goals. In English Language Arts, all student groups demonstrated meaningful growth in vocabulary development, with Multilingual Learners and students receiving Special Education services making particularly strong gains and exceeding their targets. These outcomes reflect the successful implementation of explicit vocabulary instruction, increased oral language opportunities, and the strategic use of instructional platforms to individualize learning. Similarly, in mathematics, students receiving Special Education services showed positive movement toward growth goals, suggesting that scaffolded instruction and targeted supports were effective in meeting their learning needs.

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 data review identified key areas for improvement and possible root causes. In English Language Arts, vocabulary development and reading comprehension were areas of concern. Limited opportunities for oral language practice and student discourse likely contributed to lower outcomes, along with insufficient exposure to academic vocabulary that hindered students' ability to interpret and express complex ideas.

Middle school performance declined in both ELA and Math, possibly due to increased content complexity, reduced federally funded supports in upper grades, and the combination of Math 7 and Pre-Algebra into one class. The wide range of skills in this course made it difficult to scaffold instruction and differentiate support. Other factors, such as block scheduling disruptions, testing anxiety, and inconsistent attitudes toward standardized testing, may have also affected results.

In mathematics, gaps in geometry and measurement/data standards were identified. The late introduction of these concepts in the instructional sequence limited time for mastery. Limited use of math-specific vocabulary may have especially affected multilingual learners and students with disabilities, who often understood concepts but struggled with terminology. Persistent disparities remained for multilingual learners in both ELA and Math, reflecting challenges with subject-specific vocabulary as materials increased in complexity. Students with disabilities also fell below performance expectations, potentially due to limited collaboration time between general and special education staff and scheduling conflicts that caused them to miss core instruction.

After the first year of implementing the School Improvement Plan, progress in several areas did not meet expectations. Multilingual Learners in math showed less growth than their peers, signaling a need for stronger integration of language acquisition strategies. Additionally, Multilingual Learners, students receiving Special Education services, and those qualifying for Free/Reduced Meals reported declines in their sense of belonging, highlighting the need for more intentional, inclusive practices in year two of the SIP.

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 team engaged the school community in creating, supporting, and monitoring the SIP through a collaborative process involving key groups. We involved educators through our leadership team and staff meetings, and families through Parent Cooperative Educational Program (PCEP) meetings, listening sessions, and ongoing collaboration with the Executive PCEP Board. To address equity and inclusivity, we worked with our collaborative staff and family Belonging team and prioritized student input through our ASB student leaders. We regularly monitored the plan through our Multi-Tiered Systems of Support (E3 MTSS) Team and schoolhouse Leadership Team, while continuously gathering input from the Student Advisory Team, Belonging Team, and PCEP Board to ensure the plan remained responsive to the needs of our school community.

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 3-8 who are at or above benchmark in ELA will increase from 72.3% to 82.3% for all students as measured by SBA ELA 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 1-8 who are at or above benchmark in the Vocabulary Reading Domain will increase from 62% to 89% and from 15% to 57% for students who receive MLL 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 consistently deliver rigorous Tier 1 English Language Arts instruction that includes differentiated, flexible small-group learning opportunities and intentionally increase oral language practice while explicitly teaching high-utility academic vocabulary across multiple contexts, then students will build robust vocabulary knowledge, which will, in turn, lead to improved reading comprehension.

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. Explicit Vocabulary Instruction: Implement schoolwide, content-aligned vocabulary instruction that prioritizes high-utility academic words and tier-three domain-specific vocabulary across all subjects. Instruction will include multiple exposures in meaningful contexts and active student application to deepen understanding and retention.

2. Increase Oral Language Opportunities: Integrate intentional opportunities for student discourse across the school day through SEL Signature Practices (inclusive welcomes, engaging practices, intentional closures) and literacy-based interaction routines. These practices will promote oracy, collaborative dialogue, and language production to support comprehension and vocabulary development.

3. Purposeful Planning for Comprehension: Design lessons that intentionally state the learning purpose, activate and build background knowledge, and use comprehension-focused instructional strategies to support students in making meaning from complex texts across disciplines.

What will the strategy or strategies look like in action?

1. Explicit Vocabulary Instruction
    - Teach high-utility academic and content-specific vocabulary explicitly using visuals, student-friendly definitions, and real-world examples, while providing multiple

opportunities for students to apply new words in speaking, writing, and reading across contexts.

2. Increase Oral Language Opportunities
- Plan structured routines and engaging practices where students regularly engage in meaningful dialogue, respond to peers, and build on one another's ideas using academic language
- Teachers explicitly model sentence frames and discourse norms to support language production for all learners.
- Students build on peers' ideas, ask clarifying questions, and express their thinking aloud using complete sentences and academic language.

3. Purposeful Planning for Comprehension
- Read-Alouds and Think-Alouds: Use read-alouds from a variety of complex texts to build background knowledge and vocabulary, paired with think-aloud modeling to make the meaning-making process visible and promote deep comprehension.
- Diverse Text Exposure: Provide access to a variety of texts across genres, cultures, and complexity levels to build background knowledge, vocabulary, and comprehension, while promoting student engagement and equitable access to grade-level content.

Team or person responsible

Principal, Classroom Teachers, SPED & ML Teachers, Para Educators, & Family Volunteers

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)

i-Ready Reading Diagnostics
- Data: Diagnostic scores (Fall, Winter, Spring)
- Who/When: Teachers, Principal, E3 MTSS team, Leadership Team/3x per year
- How Collected: via i-Ready reports

- Purpose: Track baseline proficiency and growth over the year. Analyze growth and trends in data meetings, adjust instruction, and provide targeted intervention or enrichment based on assessment results

Running Records
- Data: Accuracy, fluency, comprehension scores.
- Who/When: Teachers, Principal, E3 MTSS Team/3x per year
- How Collected: MW Running Records Spreadsheet
- Purpose: Track reading levels and adjust groups

Acadience
- Data: Benchmark scores (phonemic awareness, phonics, comprehension).
- Who/When: LAP Teacher & Classroom Teachers, Principal, E3 MTSS Team /BOY, MOY, EOY, plus progress monitoring.
- How Collected: via Acadience Reports
- Purpose: Track baseline proficiency and growth over the year. Track at-risk students and guide targeted interventions

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

From 2024-2025 to 2026-2027, students in grades 3-8 who are at or above benchmark in Math will increase from 69.3% to 79.3% for all students as measured by SBA Math 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, the percentage of students in grades 1–8 performing at or above grade level in i-Ready Math will increase from 49% to at least 70%, as measured by the i-Ready Overall Math Placement on the i-Ready diagnostic.

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

If teachers consistently deliver rigorous Tier 1 instruction in both Math and English Language Arts that includes differentiated, flexible small-group learning opportunities; explicitly teach high-utility academic and content-specific vocabulary across disciplines; increase structured oral language practice; and ensure students engage in i-Ready My Path with fidelity, then students will develop the academic language necessary to comprehend and solve complex tasks in math, resulting in increased percentages of students performing at or above grade level in i-Ready Math.

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. Implement Explicit Academic Vocabulary Instruction Across Content Areas**:** Implement a schoolwide approach to explicitly teaching high-utility academic vocabulary and tier-three math-specific terms in all classrooms. Provide multiple opportunities for students to apply vocabulary through discussion, writing, and problem-solving to build deep conceptual understanding and improve comprehension of complex math tasks.

2. Utilize i-Ready My Path with Fidelity as an Instructional Tool**:** Ensure consistent use and progress monitoring of the i-Ready Math Instructional Path, using its personalized lessons, scaffolds, and interventions to provide targeted support. Teachers will analyze student data regularly and use recommended instructional resources to close specific skill gaps.

3. Leverage Small-Group Instruction to Strengthen Math Language and Thinking: Implement flexible, data-driven small-group instruction during Tier 1 math that addresses diverse learner needs, reinforces grade-level concepts, and provides guided practice with academic vocabulary and structured discourse to deepen conceptual understanding and improve students' ability to solve complex mathematical tasks.

What will the strategy or strategies look like in action?

1. Implement Explicit Academic Vocabulary Instruction Across Content Areas
    - Teachers explicitly teach high-utility academic and tier-three math vocabulary using visuals, real-world examples, and student-friendly definitions.
    - Vocabulary is reinforced throughout the lesson using math word walls, graphic organizers, and visual supports that are actively referenced during instruction.
    - Students apply academic math vocabulary during discussions, written explanations, and collaborative tasks using sentence frames that support precise language and deepen conceptual understanding
    - Teachers incorporate real-world and problem-based math tasks where students use academic vocabulary to explain their reasoning and solution approach.

2. Utilize i-Ready My Path with Fidelity as an Instructional Tool
    - Students consistently engage with i-Ready My Path during designated instructional time to reinforce math skills at their individual learning levels.
    - Monitor student usage and growth regularly, using i-Ready data to adjust small groups, re-teach concepts, or assign targeted lessons.
    - i-Ready recommended scaffolds, teacher-led lessons, and intervention resources are used to provide targeted support based on students' specific instructional needs.

3. Leverage Small-Group Instruction to Strengthen Math Language and Thinking
    - Teachers implement flexible, data-driven small groups based on formative assessments and i-Ready data to reinforce grade-level concepts.
    - Instruction integrates academic vocabulary and structured discourse, with students using precise math vocabulary to explain their thinking.
    - Teachers facilitate structured math discussions using protocols such as math talks, turn-and-talk, and collaborative problem solving, where students describe strategies aloud.
    - Visual aids, interactive math word walls, and language scaffolds (such as sentence frames and anchor charts) are used to support comprehension and application of mathematical terms.
    - Students work collaboratively to solve real-world and story-based math problems, using academic vocabulary to justify their reasoning.

Team or person responsible

Principal, Classroom Teachers, SPED & ML Teachers, and Para Educators

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 Math Diagnostics

- Data: Diagnostic scores (Fall, Winter, Spring)
- Who/When: Teachers, Principal, E3 MTSS Team, Leadership Team / 3x per year
- How Collected: i-Ready diagnostic reports
  Purpose: Track baseline proficiency and measure growth over the year. Data is analyzed to identify trends, adjust Tier 1 instruction, and inform targeted interventions and enrichment.

i-Ready Math My Path Data

- Data: Lesson completion rates, pass rates, and time on task
- Who/When: Teachers, Principal, E3 MTSS Team / Ongoing (biweekly)
- How Collected: i-Ready growth and usage reports
- Purpose: Monitor progress toward typical and stretch growth goals. Data informs small-group instruction, adjusts personalized pathways, and helps determine student support needs.

Smarter Balanced Interim Assessment Blocks (IABs)

- Data: Performance levels by math domain (e.g., algebraic thinking, geometry, data & measurement) and claim scores
- Who/When: Teachers / Administered strategically throughout the year to monitor progress on priority standards
- How Collected: Washington Comprehensive Assessment Program Portal
- Purpose: Provide standards-aligned checkpoints on mastery of specific math domains. Used to identify gaps in conceptual understanding, monitor readiness for end-of-year SBA performance, and inform re-teaching, acceleration, and small-group instruction.

End-of-Unit (EOU) Math Assessments

- Data: Unit test results and standards-based item analysis
- Who/When: Classroom Teachers / Administered at the end of each instructional unit
  How Collected: Teacher-created reports

- Purpose: Measure mastery of key math concepts, adjust instruction and groupings, and provide targeted intervention or enrichment based on assessment results.

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

From Fall 2024-2025 to 2026-2027, students in grades 3-8 who report a sense of belonging will increase from 82% to 92% and will increase from 64% to 80% for students who are Multilingual Learners as measured by the ESD Student 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 3-8 who responded favorably overall to the *Sense of Belonging Questions* will increase from 84% to 89% and will increase from 69% to 80% for students who are Multilingual Learners as measured by the ESD Student Survey.

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

If staff create inclusive and culturally responsive learning environments, build strong and trusting student–teacher relationships, engage and partner with families, especially those of Multilingual Learners, and explicitly teach social-emotional learning that affirms students' identities and voices, then students will experience a stronger sense of belonging and psychological safety at 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

1. Expand SEL Curriculum Implementation Across Grade Levels: Ensure all grade levels, particularly grades 3–8, where implementation of Second Step is optional, consistently use the Second Step SEL curriculum to explicitly teach emotional regulation, empathy, and peer connection, which contribute to a stronger sense of belonging and psychological safety.

2. Amplify Student Voice and Peer-Led Inclusion Efforts: Expand opportunities for student leadership and peer-led dialogue, empowering students to use inclusive language, challenge harmful language or exclusionary behaviors, and elevate messages of empathy and belonging. Through initiatives like student-led campaigns and the continuation of the “Language to Belong” initiative, students will be active co-creators of a positive school culture.

3. Partner with Families and Foster Student Affinity and Voice Groups**:** Continue to create spaces that affirm student identity by partnering with families and supporting student affinity groups and leadership/advisory councils so that students have platforms to express their voices, build community, and see their cultural and linguistic identities reflected, respected, and celebrated.

What will the strategy or strategies look like in action?

1. Expand SEL Curriculum Implementation Across Grade Levels

- All classrooms consistently deliver Second Step lessons according to grade-level pacing, including grades 3–8, where implementation is optional.
- Teachers actively facilitate discussions around emotional regulation, empathy, problem-solving, and peer relationships.
- Students apply SEL concepts during peer interactions, group work, and conflict resolution, using strategies taught in the curriculum.
- SEL instruction is visible on classroom schedules, reinforced through daily routines, and referenced in classroom language and expectations.

2. Amplify Student Voice and Peer-Led Inclusion Efforts

- Students lead or co-facilitate discussions, advisory activities, and schoolwide messaging that promote belonging and inclusion.
- The *Language to Belong* video initiative is expanded, with students developing announcements and posters that promote respectful and affirming language.
- Staff and peer leaders model how to interrupt exclusionary behavior and harmful language and promote a culture of empathy and belonging.
- Students are empowered to lead conversations that challenge harmful language. They support one another by interrupting harmful language, asking questions, educating others, and echoing messages of belonging. When someone speaks up, they thank them and reinforce their message
- Students feel heard and valued as contributors to school culture and climate decisions.

3. Partner with Families and Foster Student Affinity and Voice Groups

- Student affinity groups, advisory groups, and ASB officers meet regularly to provide input on school initiatives and share perspectives on how to strengthen belonging.
- Families are engaged as valued partners through multilingual events, cultural celebrations, surveys, listening sessions, and collaborative opportunities that shape inclusion efforts.
- Intentionally seek input from students from historically marginalized groups about what helps them feel a stronger sense of belonging and ensure their identities are visibly reflected in school activities, making our efforts meaningful, relevant, and responsive to their experiences
- Students are active participants in community-building events that celebrate diversity and affirm shared school values.

Team or person responsible

Principal, All Staff, Student Intervention Coordinator, Counselors/Psychologists, Classroom Teachers, SPED & ML Teachers, Para Educators, Leadership Team, and Belonging 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)

School-Wide Information System (SWIS) - Disciplinary Referrals

- Data: Number and types of disciplinary referrals
- Who/When: Principal, SINC, and E3 MTSS Team/reviewed bi-monthly
- How Collected: Track behavior alerts/referrals by inputting them into the SWIS platform
- Purpose: Track behavior trends and identify areas needing intervention or support

Attendance

- Data: Attendance rates, including chronic absenteeism.
- Who/When: Office Assistant, Principal, and E3 MTSS Team/reviewed bi-monthly
- How Collected: Using attendance records/E3 MTSS Attendance Spreadsheet
- Purpose: Monitor student engagement and identify attendance issues impacting academic progress

ESD Student Perception Survey

- Data: Student feedback on school climate, engagement, and well-being (Fall & Spring)
- Who/When: Administered by Gr 3-8 teacher/2x per year
- How Collected: via Edmonds Student Survey Results Report
- Purpose: Gauge student perceptions of the school environment and effectiveness of programs

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

Name	Role
Kim LaFleur	Principal
Jamie Samione	Gr 2 Teacher/Gr K-2 Leadership Rep
Katie Bilanko	Gr 4 Teacher/Gr 3-4 Leadership Rep
Kevin Hodder	Gr 5 Teacher/Gr 5-6 Leadership Rep
Sarah Baldock	Middle School Math/Middle School Leadership Rep
Jen FitzGerald	Intensive Support Teacher/IS Leadership Rep
Errin Shull	PE Teacher/Leadership Specialist Rep
Karen Williams	Para Educator/Leadership Rep
Gina Kruaprasert	Resource Teacher & Leadership Rep
Meehee Kim	Multilingual Learner Teacher
Suzanne Cessna	Elementary Resource Teacher
Chrystol White	LAP Teacher

Name	Role
Jill Samoine	Student Intervention Coordinator & Para Educator
Students	ASB Officers
Students	Student Advisory Team
Kendra Walker	Parent
Annemarie Thibodeau	Parent
Brett Jackson	24-25 President, Parent Cooperative Education Program
Whitney Curry	24-25 PCEP Committee Chair of MW Belongs Team
Sachi Webb	25-26 President, Parent Cooperative Education Program

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