

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 Madrona K-8 School

Current School Year 2025-26

Section 1. Our School

Madrona K–8 School is a multi-age learning community serving students in pre-K through 8th grade, with an enrollment of 637 students in grades K–8. The Regional Deaf and Hard of Hearing (DHH) Program is a vibrant and integral part of our school.

Madrona is recognized for cultivating student leadership through multi-age instructional practices that emphasize collaboration, project-based learning, and academic excellence. Our school community is grounded in five core character traits that guide our annual themes and behavior expectations: **Respect, Responsibility, Kindness, Empathy, and Perseverance.**

Each year, Madrona Middle School students engage in a service project through the **Social Action Leadership Team (SALT)**, empowering local communities to address real-world challenges.

Our **Madrona Integrated Team (MIT)**—composed of families and staff—strengthens our school through volunteerism, coordination of enrichment opportunities, fundraising, and partnership in

school events. Each year, as many as **400 family volunteers** contribute their time and talents to support our students and programs.

School Demographics:

Total 2024-25 Enrollment: 637

Program Participation	#/ Percentage
504	70 /11%
Free/Reduced Lunch	112/ 17.7%
MKV	>1%
Students with IEPs	140/ 22%
Multilingual Students	54/ 8.5%
DHH Students	26/ 4.2%

Overall SBA Scores:

ELA SBA: 62.6

Math SBA: 52.6

Race	American Indian/ AK Native	Asian	Black/ African American	Hispanic/ Latino of any race	2 or More Races	White
% Population	.2	14.8	5.7	10.4	9.9	58.7
% Passing ELA SBA	N<10	72.1	53.1	50	76.5	67.6
% Passing Math SBA	N<10	62.3	40.6	31.3	76.5	53

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.

Madrona Vision and Mission Statement:

The world our children inherit – the opportunities they have, the dreams they live, depends upon the education we provide them. Our vision becomes their reality. To ensure this vision, **each child** must be given the best educational foundation our staff, parents, and community can offer.

Madrona's multi-age setting supports this mission and provides unique opportunities for continuous growth through the collaboration and development of relationships among the students, staff, and parents.

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 team reviewed Smarter Balanced Assessment (SBA) and i-Ready data from 3rd through 8th grade. While our scores compare favorably to district averages, we identified several areas of focus for our school. We are particularly concerned about the downward trend in intermediate math performance over time, as 4th–5th grade SBA math scores have declined from 2018 through last year. As a result, math has become a key focus area for our intermediate team. We also recognize that our Black/African American and Latino/Hispanic students score significantly lower in both math and literacy.

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

Our 3rd-grade students, however, consistently perform well on both SBA and i-Ready assessments. More than 65 percent of our 3rd graders score at or above grade level on both

measures. We attribute this success to our highly trained primary team and the professional development they have received from the district, including 95% coverage of Phonics, Science of Reading, and other evidence-based instructional strategies. Our primary teachers also play an active role on district instructional advisory teams, contributing to curriculum and instructional improvement efforts.

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?

Despite these strengths, we recognize that we need to improve in all areas. We have not yet achieved the growth in math, literacy, or sense of belonging we hoped for. Our SBA scores have remained flat or declined over the past few years. We especially need to strengthen our math instruction to improve schoolwide achievement, particularly at the intermediate level (4th and 5th grades).

While our SBA scores for Black and Hispanic students improved this past year, they remain well below those of White students, students of two or more races, and Asian students. We have not provided sufficient focused attention or progress monitoring for our Students of Color. Although our population of Black and Latino/Hispanic students is smaller than at some other schools, we must identify and implement strategies that engage and support these students and their families in more meaningful and consistent ways.

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 meet regularly with our Instructional Leadership Team (ILT) to review assessment data and identify high-leverage instructional practices to focus on. Our ILT organized a voluntary, one-day summer retreat for staff to analyze scores and address concerns raised in staff surveys. We also shared our assessment results with our Equity Team — composed of staff and parents — to identify key areas of focus related to equity and access.

Additionally, we share our School Improvement Plan (SIP) and assessment data with the Madrona Integrated Team (MIT) parent group twice a year. We seek their feedback and meet monthly with the MIT leadership team to maintain open communication and collaboration. We also engage our student leadership groups, including ASB and the Social Action Leadership Team (SALT), to share school data and gather their perspectives on areas for growth and improvement.

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 Fall 2024 and Spring 2027, students in 3rd through 8th grades will demonstrate a 15% overall improvement in ELA proficiency, increasing from 61.5% to 76.5% as measured by the state Smarter Balanced Assessment (SBA). Between Fall 2024 and Spring 2027, students in grades 3–8 will demonstrate improvement in English Language Arts (ELA) proficiency, increasing from 61.5% to 76.5%, as measured by the state Smarter Balanced Assessment (SBA).

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 - Spring 2026, grades 4-5 will demonstrate an overall 15% improvement in ELA at grade-level proficiency, increasing from 41% and 40%, respectively, to 56% and 55%, respectively, as measured by the i-Ready diagnostic assessment. Between Fall 2025 and Spring 2026, students in grades 3 - 8 will show an increase in ELA proficiency from 55% to 70% as measured by the i-Ready diagnostic assessment.

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

If **administrators** provide dedicated time and structures for grade-level data chats and collaborative planning, and

If **teachers** use i-Ready and classroom data to deliver explicit, differentiated literacy instruction, and

If **all staff** take collective responsibility for using data to inform instruction and provide differentiated supports,

Then **students** will receive differentiated instruction, engage more actively in reading, and demonstrate increased comprehension and literacy achievement.

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, and others)?*

Please list one to three key strategies:

Strategy 1: Provide explicit literacy instruction in differentiated groups to improve students' reading comprehension and literacy achievement.

Strategy 2: Conduct grade-level data chats every 6-8 weeks to review i-Ready results and other classroom assessments to align instruction to grade-level standards, and plan targeted supports that strengthen students' reading comprehension and literacy achievement.

What will the strategy or strategies look like in action?

Strategy 1: Teachers will provide explicit literacy instruction, using i-Ready data and other classroom assessments, to form flexible groups and address specific reading skill needs. Instruction will focus on building vocabulary, comprehension, and fluency through direct teaching and differentiated supports.

Strategy 2: Conduct grade-level data chats every 6–8 weeks to review i-Ready results, progress monitoring data, and other classroom assessments. Use this information to align instruction to grade-level standards, make adjustments to flexible grouping, and plan targeted

supports. Teams will discuss how instructional changes are impacting student engagement, reading comprehension, and overall literacy achievement in the classroom.

Team or person responsible:

Grade levels, teams, and administration will meet in level meetings once per month.

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 Fall, Winter, Spring Assessments
- 95% Phonics Assessments
- Acadience Assessments
- Class Assessments

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

Between Fall 2024 and Spring 2027, students in 3rd through 8th grades will demonstrate a 15% improvement in math at grade level proficiency, increasing from 48.7% to 63.7% as measured by the state Smarter Balanced Assessment (SBA). Between Fall 2024 and Spring 2027, students in grades 3–8 will demonstrate an increase in math proficiency, improving from 48.7% to 63.7%, as measured by the state Smarter Balanced Assessment (SBA).

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, students in grades 3–8 will demonstrate an increase in math proficiency from 36.5% to 51.5%, as measured by the i-Ready diagnostic assessment.

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

If administrators provide professional development and model effective discussion routines during staff meetings, and

If teachers intentionally implement and model structured discourse strategies in daily math instruction, and

If all staff reinforce the use of academic language and reasoning across settings,

Then students will engage more deeply in mathematical conversations, use academic language to explain and justify their thinking, and demonstrate increased confidence, participation, and proficiency in mathematics.

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: Implement structured discussion routines, such as **Think-Solve-Pair-Share**, to increase student talk and reasoning in mathematics.

What will the strategy or strategies look like in action?

Strategy 1: Teachers will prompt students to explain their thinking, justify solutions, and respond to peers using academic language and sentence stems. Consistent use of these routines will promote deeper understanding, equitable participation, and improved mathematical communication skills.

Team or person responsible

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 Fall, Winter, Spring Assessments
- Class Assessments

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

Between Fall 2024 and Spring 2027, all 3rd through 8th grade students will demonstrate an increase in their sense of belonging from 79% to 83%, with positive responses measured by the district survey data, and improved attendance rising from 86% to 90%. Between Fall 2024 and Spring 2027, students in grades 3–8 will demonstrate an increase in their sense of belonging from 79% to 90%, as measured by positive responses on the district student survey. During the same period, the percentage of students with regular attendance will improve from 83% to 92%.

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, students in grades 3rd-8th will demonstrate an increase in their sense of belonging from 79% to 83%, as measured by the district survey data, and improved attendance, rising from 86% to 89%.

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

If the **administrative team** supports staff development in Social Emotional Learning (SEL) strategies and leverages the daily class and specialist schedule to prioritize students’ sense of belonging throughout the day, and

If **teachers** implement Second Step and Responsive Classroom strategies consistently across all content areas throughout the day and

If all **staff** share collective responsibility for fostering the social-emotional growth of every student through an equity lens,

Then **students** will experience an increased sense of belonging, develop stronger social-emotional skills, and demonstrate improved attendance and engagement in learning.

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: Implement social-emotional learning (SEL) strategies across all content areas and throughout the school day using Second Step lessons and CASEL Signature Practices.

Strategy 2: The administration will contact students and families whose absentee rate exceeds 10% and develop an individualized attendance plan for each student.

What will the strategy or strategies look like in action?

Strategy 1: Teachers will embed SEL strategies throughout the day and across all content areas, reinforcing schoolwide character traits and incorporating inclusive welcomes, engaging strategies, and intentional closures when planning lessons.

Strategy 2: Office staff will review attendance data every two weeks to identify students with a 10% or higher absentee rate. Administration will collaborate with office staff to determine next steps and contact families bi-monthly to address barriers, share resources, and support improved attendance. All communication and follow-up actions will be documented in the attendance tracking system.

Team or person responsible

Classroom teachers, office staff, and administration.

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)

2026 Student Survey results; end-of-year attendance report.

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

Name	Role
Fabian Castilleja (Principal),	ILT
Laura Marshall, (Asst. Principal)	ILT
Jennifer Tait,	ILT
Jeanice Johnson,	ILT
Amy Johnson,	ILT
Brittany Juarez,	ILT
Rachel Schofield.	ILTSEL
Pamela Choate	SEL
Brad Proffett	SEL
Jessica Brady,	SEL
Audrey Hamlin,	SEL
Alex Lewis,	SEL
Tammy Hemion,	SEL
Lubna Khan,	SEL
Diana Jacoby,	EQUITY TEAM
Jennifer Luce,	EQUITY TEAM
Rebecca Wagner	EQUITY TEAM
Meena Swaroop,	EQUITY TEAMPrincipal

Name	Role
Katie Monroe,	Assistant Principal
Margo Radovich,	ILT
Audrey Tanberg, Jennifer Tait,	ILT
Jeanice Johnson,	ILT
Amy Johnson,	ILT
Brittany Juarez,	ILT
Rachel Schofield.	ILT
Pamela Choate	SEL
Brad Proffett	SEL
Jessica Brady,	SEL
Audrey Hamlin,	SEL
Alex Lewis,	SEL
Tammy Hemion,	SEL
Lubna Khan,	SEL
Diana Jacoby	SEL
Jennifer Luce,	SEL
Rebecca Wagner	Equity Team
Meena Swaroop,	Equity Team
Katie Monroe,	Equity TEam
Margo Radavich	Equity Team
Audrey Tanberg, Parent	

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](#)