

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 Meadowdale Middle School

Current School Year 2025-26

Section 1. Our School

Meadowdale Middle School (MMS) has 740 students in 2 grades. We have 3 different special education programs with approximately 100 students and a multilingual learner program with approximately 150 students who speak 24 different languages. Our free/reduced meal rate is just below 50%. Our core values are Community, Growth, and Purpose. Our staff emphasizes relationship building with students, community building in their classrooms, employing a growth-oriented approach to teaching and learning, and strong collaboration within departments. We are committed to providing a positive learning environment that is equity-based and focused on the consistent use of strong instructional practices and appropriate rigor for all students.

Below is a table with our student demographics.

Race/Ethnicity	Count
Asian	86 (11.56%)
Black / African American	73 (9.81%)
Hispanic/Latino of any race(s)	200 (26.88%)
Native Hawaiian/Pacific Islander	6 (0.81%)
Two or More Races	72 (9.68%)
White	307 (41.26%)

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 the planning of our school's SIP for all students and for specific student groups? How were disparities in student outcomes examined and brought forward in planning?

In the 24-25 school year, 65.03% of MMS attended school at the 90% rate; 81.48% of MMS students attended at the 85% rate; and 88.34% of MMS students attended at the 80% rate. This tells us that many more students are attending between 80% and 89% of the time, so we have increased our Tier 1 and Tier 2 attendance communication and strategies to narrow the gap at the top. When we have more students attending at 90% rate, this shrinks the number of chronically absent students, and we can grow capacity for more intensive and consistent follow-through with our Tier 3 interventions (for those who are missing 25% or more of the school year and/or those who have a high percentage of unexcused absences).

Our staff identified 4 areas of growth for our school through a data study conducted in September:

- Attendance for all students, but specifically our Latino/Hispanic students.
 - Achievement on the SBA for our African American students.
 - Achievement on the WIDA for our MLL students
 - Achievement on the SBA for our Special Education students.
2. Based on the data that our team reviewed, what areas are achieving our school's goals and/or making satisfactory progress? Why?
 - Students who are attending regularly (90%+) are passing the SBA at a significantly

higher rate than students who are not. This indicates that our instruction is effective for the vast majority of our students who attend school to receive it.

- Our students have a strong sense of belonging (73% favorable) according to the Fall survey data. There were also no significant discrepancies between different groups (Ethnicity, Gender, or Program) in this data.
- Students are making progress in Reading and Math during the school year, according to the i-Ready diagnostics. This has been a handy common assessment tool for our students and staff to use throughout the school year.

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?

Although we are making gains on our SBA scores, they are still not meeting the levels that we set for ourselves. This is especially true for our Latino and African American students. As stated before, we believe that attendance is a significant factor for our Latino students. Our staff is continuing to have conversations about strengthening our Tier 2 practices, especially within the classroom setting, to help develop the reading, math, and executive functioning skills of students who are struggling with academic skills and/or organization.

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 staff created goals following a review of last year's achievement, attendance, and SEL data. The goals have been shared with our parent community through our weekly newsletter and a Community Zoom meeting. Our Building Leadership Council will monitor our SIP strategies through PLC work during the school year.

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)

Based on 2025 SBA ELA data showing 59% of 7th and 8th grade students meeting standard (Levels 3 or 4), Meadowdale Middle School will increase the percentage of students meeting standard to **70% by spring 2027**.

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)

Based on our 2025 fall i-Ready Reading Diagnostic data showing **43%** of 7th and 8th grade students meeting early-on grade-level and above in reading, Meadowdale Middle School will increase the percentage of students early-on grade-level and above to **55% by the spring i-Ready Reading Diagnostic**.

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

If we implement the strategies below with fidelity, then Meadowdale Middle School students will increase the percentage of students early-on grade-level and above on their i-Ready Reading Diagnostic Test from **43%** in the fall to **55% in the spring i-Ready Reading Diagnostic**.

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

- Tier 1:
 - All students complete at least 2 i-Ready reading lessons per week.
 - Teachers utilize various strategies to increase student academic discourse in the classroom.
- Tier 1/2:
 - Teachers use individual student data and whole class data (identifying patterns) to inform Tier 1 practices or Tier 2 practices (such as reteaching skills and monitoring student progress in a small group).
- Tier 3:
 - Teachers serving students in Special Education, Multilingual, and Reading Intervention will use student work and data to progress monitor and inform their instruction to improve student literacy skills.

What will the strategy or strategies look like in action?

- Students deliberately use language in all 4 domains - Reading, Writing, Listening, and Speaking - every day.
- Use of i-Ready in English classes, Homeroom, and as homework for all students.

Team or person responsible

All Homeroom teachers, English teachers, and content teachers (Science, Social Studies)

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)

We will measure growth in Literacy proficiency through the use of i-Ready, student classroom work, and common assessments within each content area PLC.

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

Based on 2025 SBA Math data showing an average of **45.7%** of 7th and 8th grade students meeting standard (Levels 3 or 4), Meadowdale Middle School will increase the percentage of students meeting standard to **63% by spring 2027**.

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)

Based on our 2025 fall i-Ready Math Diagnostic data showing **27%**** of 7th and 8th grade students meeting early-on grade-level and above in math, Meadowdale Middle School will increase the percentage of students early-on grade-level and above to **50% by the spring i-Ready Math Diagnostic**.

****** 8th-grade Geometry students and 7th-grade Algebra students do not take the math diagnostic, which impacts the whole school data.

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

If we implement the strategies below with fidelity, then Meadowdale Middle School students will increase the percentage of students early-on grade-level and above on their i-Ready Math Diagnostic Test from **27%** in the fall to **50% in the spring i-Ready Math Diagnostic**.

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

- All students will use i-Ready Math
- Teachers will increase their use of Student Academic Discourse as a key instructional practice.
- Classroom teacher will conference with students who are showing signs of falling behind or not understanding

What will the strategy or strategies look like in action?

- Tier 1:
 - All students complete at least 2 i-Ready math lessons per week. The lessons will be done during Homeroom, Math class or as Homework.
 - Teachers utilize various strategies to increase student academic discourse in the classroom; specifically, math teachers will be using the “Building Thinking Classrooms” instructional model to increase student discourse and engagement with math concepts.
- Tier 1/2:
 - Teachers use individual student data and whole class data (Identifying patterns) to inform Tier 1 practices or Tier 2 practices (such as reteaching skills and monitoring student progress in a small group).
 - Teachers will use designated class time to hold mini conferences with individual students.
 - Teachers will invite students who need additional assistance to see them during Homeroom or after school study club.
- Tier 3:
 - Teachers serving students in Special Education and the Multilingual programs will use student work and data to progress monitor and inform their instruction to improve students’ math skills.

Team or person responsible

All Homeroom teachers and Math 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 assessment data
- Student work samples and common assessments

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

Based on 2024-25 attendance data showing **65.9%** of students attending school 90% or more of the time, Meadowdale Middle School will increase this rate to **85% by the end of the 2027 school year**.

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)

Based on 2024-25 attendance data showing **65.9%** of students attending school 90% or more of the time, Meadowdale Middle School will increase this rate by at least **10 percentage points**, reaching **75% or higher by the end of the 2025-26 school year**.

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

If we incorporate robust Tier 1, Tier 2, and Tier 3 attendance intervention strategies (listed below), then we will increase the number of students attending 90% or more of the time by 10% or higher, reaching **75% or higher by the end of the 2025-26 school year**.

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

- Inform students and families of the importance of regular, on time school attendance throughout the school year.
- Notify students and families when they reach identified thresholds of excused and unexcused absences and tardies.
- Hold weekly attendance team meetings with counselors, family resource advocate and attendance secretary.

What will the strategy or strategies look like in action?

- Tier 1: Communicate attendance facts and newsletters to students and families through Curriculum Night, 7th Grade Parent Night, morning announcements, ASB announcements, and ParentSquare.
- Tier 2: Send weekly 1+ unexcused absences ParentSquare notifications; weekly 3+, 5+, and 7+ unexcused absences letters; high excused absences ParentSquare notifications; and occasional "Perfect Attendance" or "90%+ Attendance" affirmation messages.
- Tier 3: Meet with students who were chronically absent during the 24-25 school year and conference with them using the MMS Attendance Screener Questions; meet with students who have 7 or more unexcused absences and complete the Edmonds School District Attendance Protocol.

Team or person responsible

All administrators, counselors, teachers, and support staff. Everyone.

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)

- Weekly, we will be monitoring the attendance data of students attending 80%, 85%, and 90% of the time (tracking form).
- Biweekly, we will review students who are missing 25% or more of the school year (excused or unexcused) and delegate case managers (counselor, admin, FRA, etc.) to these students to provide interventions.

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

Name	Role
Joe Webster	Principal
Brandon Pope	Assistant Principal
Susan Stansberry	Science Department Chair
Alisha Ackley	English Department Co-Chair
Steve O'Leary	English Department Co-Chair
Kate Fain	Math Department Chair
Sophie Wegener Bailey	Math Department Co-Chair
Mike Kendrick	Social Studies Department Chair
Rachel Hyde-Prieto	Lead Counselor
Montse Healy	MLL Department Chair
Belinda Gloyd	SPED Department Chair
Janice Blackmore	Family Resource Advocate

Links to supporting documents

- [Edmonds School District 2021–2026 Strategic Plan](#)
- [Mid-year Reflect & Revise Template 24-25](#)
- [End of Year Reflect & Revise Template 24-25](#)