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.

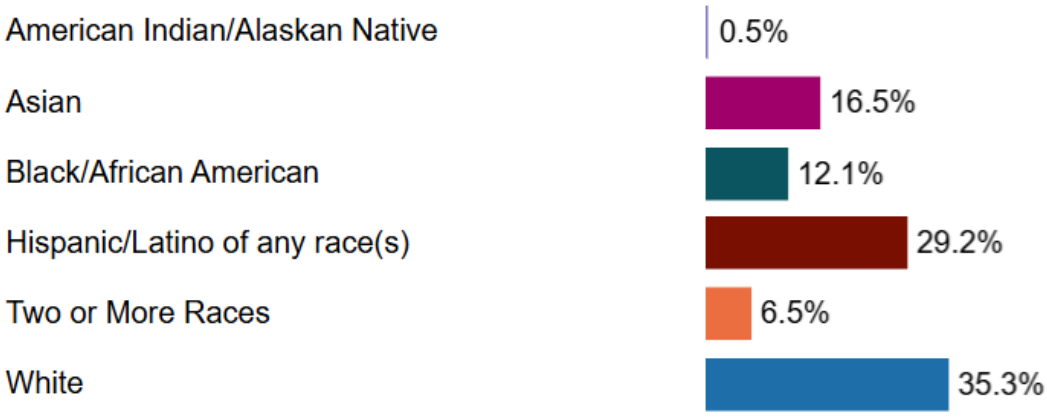
Our School Name Meadowdale Elementary

Current School Year 2025-26

Section 1. Our School

Meadowdale Elementary is a richly diverse school with nearly half the student population qualifying for free/reduced lunch. Our recent professional development has intentionally been focused on SEL strategies for both students and staff. In previous years we took a deep dive into what quality math instruction looks like from both the teacher moves and what students are being asked to do. The main strategies learned were to ensure that students were given tasks that provided cognitive demand for each one of them, that multiple strategies were encouraged to be used, and that the teacher took on more of a facilitator role. The professional development strategies we learned in math were easily transferable to all other academic areas and ones we continue to use today. We also have high-functioning Title 1/LAP, Multilingual, and Learning Support programs. These program teachers collaborate with the general education teachers and strive to work in concert to provide the most effective interventions to students who are exhibiting academic struggles. Many efforts are made to collaborate and seek input from the families we serve. We love input from families and use translation and interpreter services to ensure we are communicating as effectively as possible. Here is the breakdown of our rich diversity:

Race/Ethnicity



Program and Characteristic

English Language Learners	27.6%
Non-English Language Learners	72.4%
Foster Care	N < 10
Non-Foster Care	> 98.8%
Low Income	49.7%
Non-Low Income	50.3%
Mobile	2.3%
Non-Mobile	97.7%
Highly Capable	1.6%
Non-Highly Capable	98.4%
Homeless	1.4%
Non-Homeless	98.6%
Migrant	0.2%
Non-Migrant	99.8%
Military Parent	0.9%
Non-Military Parent	99.1%
Section 504	4.9%
Non-Section 504	95.1%
Students with Disabilities	19.7%
Students without Disabilities	80.3%

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

Elementary

- [x] 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
- [ ] 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?

Reading:
Overall reading proficiency increased throughout the year, as shown on the i-Ready Reading diagnostic. When combining students performing early on grade level and mid or above grade level, schoolwide performance rose from 31% in the fall to 43% in winter and 50% in spring. Multilingual Learners (MLL) made progress, increasing from 3% in the fall to 16% in spring. Hispanic students grew from 15% to 28% over the same period. By domain, spring data showed strong performance in Phonics (70%) and High-Frequency Words (85%), with lower results in Comprehension (48%) and Vocabulary (49%). On the Smarter Balanced Assessment (SBA) English Language Arts assessment, overall proficiency was 48.7%, a slight decline from 50.4% in 2024. However, MLL students improved from 7.7% to 12.2%, while Hispanic students slightly declined from 25.3% to 21.4%.

Math:
Schoolwide math growth followed a similar upward trend on the i-Ready diagnostic, rising from 22% in the fall to 50% in the spring. MLL students improved from 2% to 23%, and Hispanic students from 7% to 24%. By domain, performance was strongest in Numbers and Operations (57%) and Algebraic Thinking (55%), with Geometry (45%) and Measurement/Data (52%) showing moderate growth. SBA Math results showed stable performance, with 46% of students meeting standard (up slightly from 45.1% in 2024).

Science and Belonging:
Science results declined slightly, with overall proficiency dropping from 55.4% to 49.3%. MLL

and Hispanic student scores also decreased. Panorama survey results showed stable perceptions of belonging (71% to 72%) and expectations (83% to 84%), though perceptions of teacher relationships and learning environment dipped slightly. Overall, the data reflects strong mid-year instructional gains and a need for continued focus on reading comprehension, vocabulary, and student engagement.

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

Our data showed excellent progress in both our reading and math diagnostics from Fall to Spring. We believe this is because i-Ready is being used on a weekly basis, K-6. We continue to see growth in phonemic awareness as the 95% curriculum is being used with fidelity, K-5.

Effective Tier 1 and Tier 2 interventions are another reason for our i-Ready improvement with MLL and Hispanic students.

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 SBA data did not reflect the same growth as i-Ready and actually went down in reading and math.

Our i-Ready reading diagnostic also indicates that comprehension and vocabulary are areas of concern.

A reason for no SBA growth could be the lack of understanding of how to best use our reading and writing curriculum to teach comprehension and writing skills at standard for each grade level.

All teachers use the Math Expressions curriculum with fidelity so the decrease in our SBA math performance needs to be analyzed.

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?

A night specifically for Title 1 and MLL families was held and the SIP goals were shared and input sought out. SIP goals were shared at a PTA meeting and input was sought out. A Sense of Belonging Student Leadership team, composed of 6th-grade students, was formed and input was sought from this team. SIP goals were shared with the staff and input was sought out.

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 English Language Arts (ELA) will increase from 50% to 70% as measured by SBA scores.

Data Review to Identify Our Annual Target Goal

Reflection questions to consider when writing our annual target goal

- *What trends or patterns do we see?*
- *Which departments, grades, and/or student groups are making satisfactory progress?*
- *Which are not making progress?*
- *Do these data indicate a need to adjust the SIP strategy?*
- *What are possible root causes or reasons for the problem?*
- *What additional data are needed to better understand root causes?*

SIP Annual Target (One-Year SMARTIE Goal)

From Fall 2025 to Spring 2026, students in grades 1-6 who are at or above benchmark in ELA will increase from 64% to 74% as measured by i-Ready.

From Fall 2025 to Spring 2026, students who are MLL in grades 1-6 who are at or above benchmark in ELA will increase from 34% to 44% for all grade levels as measured by i-Ready.

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

If we, as staff, students, and community, in a growth mindset culture, engage in learning opportunities through staff meeting professional developments and using a PLC structure to study, understand, and implement writing strategies through strengthening our understanding of the Teachers College writing curriculum to improve quality learning opportunities for all students, especially our Multilingual Learners, all while using an equity lens and culturally relevant instructional strategies, then we will achieve a 10% growth in writing which will also support 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

Grade-level teams will increase their knowledge of the essential writing standards to implement through a consistent scope and sequence for teaching.

Grades 3 - 6 will analyze SBA strand data and implement SBA interim assessments.

What will the strategy or strategies look like in action?

In grade levels, teachers will review their writing standards and reflect on these questions:

- What went well overall with writing instruction last school year?
- What standards and/or units went well with writing instruction last school year?
- What is there to improve upon with writing instruction?
- What are confused by, need more support, etc.?

As a staff we will analyze our writing instruction to ensure we are calibrated in using the core elements of the Teachers College curriculum - rubrics and mentor texts.

Teachers will develop a grade level process to collect writing samples and analyze them compared to grade level standards.

Teachers will collectively develop a mnemonic device specific to the writing process that will be used school-wide.

Teachers will collaborate in developing a look-for document while observing writing instruction.

Team or person responsible

Teachers

Instructional Team

Instructional Coach

MLL Teacher

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 diagnostic will be given school-wide in Fall, Winter and Spring and data will be analyzed by each teacher and school-wide after each assessment window closes.

Long-Term SIP Goal 2 (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 45% to 65% as measured by SBA scores.

Data Review to Identify Our Annual Target Goal

Reflection questions to consider when writing our annual target goal

- *What trends or patterns do we see?*
- *Which departments, grades, and/or student groups are making satisfactory progress?*
- *Which are not making progress?*
- *Do these data indicate a need to adjust the SIP strategy?*
- *What are possible root causes or reasons for the problem?*
- *What additional data are needed to better understand root causes?*

SIP Annual Target (One-Year SMARTIE Goal)

From Fall 2025 to Spring 2026, students in grades 1-6 who are at or above benchmark in Math will increase from 67% to 77% for all grade levels as measured by i-Ready.

From Fall 2025 to Spring 2026, students who are MLL in grades 1-6 who are at or above benchmark in Math will increase from 33% to 43% for all grade levels as measured by i-Ready.

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

If we, as staff, students, and community, in a growth mindset culture, engage in learning opportunities through staff meeting professional developments and using a PLC structure to study, understand, and implement math story problem comprehension strategies through strengthening our understanding of the Teachers College writing curriculum to improve quality learning opportunities for all students, especially our Multilingual Learners, all while using an equity lens and culturally relevant instructional strategies, then we will achieve a 20% growth in 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

Grade-level teams will increase their knowledge of the essential writing standards to implement through a consistent scope and sequence for teaching.

Grades 3 - 6 will analyze SBA strand data and implement SBA interim assessments.

What will the strategy or strategies look like in action?

3rd - 6th grade teachers will be led by the MLL department and shown how to analyze their specific classroom math data and plan instructional moves targeted specifically for students who are MLL.

Instructional coach will provide PD on the use of Interim Assessment Blocks that support math instruction.

Team or person responsible

Teachers

Instructional Team

Instructional Coach

MLL Teacher

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 diagnostic will be given school-wide in Fall, Winter and Spring and data will be analyzed by each teacher and school-wide after each assessment window closes.

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

From 2024-2025 to 2026-2027, students in grades 3-6 who report a sense of belonging in school will increase from 71% to 91% as measured by the 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, the number of students in grades 3-6 who take the Student Survey will increase from 80% to 100% as measured by the Student Survey.

From Fall 2025 to Spring 2026, the overall Sense of Belonging category will increase from 73% to 83% as measured by the Student Survey.

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

If we, as staff and students, in a growth mindset culture, form a collaborative student leadership team, through ongoing meetings that analyze the Student Survey results and implement strategies to improve the students' sense of belonging, then we will achieve a 10% growth in our sense of belonging measure.

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

Results from last year's survey and input from last year's student leadership team will be shared at a staff meeting at the beginning of the school year.

Form a student leadership team of 6th graders which will be co-led by principal and counselor.

Staff will continue to revisit PD from the Courage Work organization from last school year to strengthen staff relationships which in turn will help to strengthen student relationships.

What will the strategy or strategies look like in action?

The student leadership team, with the guidance of the principal and counselor, will analyze the Student Survey results and co-develop strategies to increase students' sense of belonging.

Team or person responsible

6th grade student leadership team

Principal

Counselor

Progress Monitoring

Questions to consider when planning you will monitor progress

- What will staff and/or students know and be able to do after we implement the SIP?
- What data will be used to monitor progress?
- Are these data reliable?
- Is the collection of these data doable?
- How and when will we monitor progress?

What evidence or data will we collect to monitor implementation quality and progress toward SIP goal (e.g., data sources/measures, how, who and when data will be collected)

Student Survey will be given to all 3-6 grade students in Fall and Spring. The Fall results will be analyzed by the student leadership team, counselor, and principal and suggestions of possible interventions will be shared with staff. Staff will then take the input and create individual, grade level, or school-wide interventions. The same process will be carried out with the Spring survey.

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

Name	Role
Dan Davis	Principal
Britni Chabot	MLL Teacher
Lisa Markussen	Learning Support
Carole Saysanith	Kindergarten
Krista Rios	2nd Grade Teacher
Tori Daybert	3rd Grade Teacher
Patricia Rodgers	3rd Grade Teacher
Michael Nelson	4th Grade Teacher
Chelsey Slattum	6th Grade Teacher
April Gould	PE Teacher
Monica Moreno	Counselor

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