Edmonds School District

THREE-YEAR PLAN

Edmonds School Improvement Plan (SIP) Grades K–6, K–8, 7–8, and 9–12

Template Revised 08/17/2026

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 how staff members will ensure every student feels a sense of belonging and can 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 Chase Lake Community School

Current School Year 2026-2027

Section 1. Our School

At Chase Lake, we believe in creating a supportive and inclusive environment where every student can thrive. Our 371 students speak 15 different languages and represent a rich mix of ethnicities, cultures, and customs. We are a Title 1 school and are home to many specialized programs, including consolidated health services for students with Type 1 diabetes, inclusive preschool, an intensive special education program for students with high support needs, and an exemplary Multilingual Program that provides support for over 26% of our students. As a Title 1 school, we are proud to serve a diverse student population that reflects the rich tapestry of our community.

At Chase Lake, every individual is a vital contributor to our school's success. Inclusion means that all students have a place and that students with disabilities learn alongside their non-disabled peers. Building strong partnerships with families is fundamental to our practice, and we actively engage the community by creating welcoming spaces, hosting evening events, providing resources, and celebrating the strength of our diversity. The teachers and support staff

at Chase Lake are committed to being lifelong learners. We practice self-reflection and hold each other accountable to promote equity and enhance our teaching practices.

We believe in developing the whole child in an effort to develop literate, responsible citizens who positively contribute to society. Social-emotional learning (SEL) and academic skills are equally valued and taught explicitly and supported through restorative justice, trauma-informed, and Responsive Classroom practices.

At Chase Lake Community School, we are committed to building a culture of respect, dignity, and shared humanity. By working in partnership with families and empowering student voice, we are committed to creating a school community where everyone belongs.

2025-2026 School Demographics

Group	% of Students	Group	% of Students
Enrollment	371	Free/Reduced Meals	54%
Hispanic/Latino	35%	English Language Learners	28%
Black/African American	11%	Homeless/ McKinney- Vento	4.7%
Two or More Races	10%	Section 504	8%
Native Hawaiian/Other Pacific Islander	1%	Students with Disabilities	27%
White	33%	Student Mobility	4.2%
Asian	9.4%	Languages	15

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
- [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?

Our data showed that our students made growth across ELA, mathematics, and SEL, while also identifying disparities that will inform our SIP priorities. Targeted interventions, progress monitoring, foundational literacy practices, and collaboration between classroom, Title, ML, and special education staff contributed to this progress. Students demonstrated stronger performance in phonological awareness and phonics than in vocabulary and comprehension, indicating a need to strengthen language comprehension and academic vocabulary.

In mathematics, Tier 1 improvements occurred across all domains and student groups, although many students remain below benchmark. Geometry and mathematical language remain areas for continued development.

SEL data showed that overall belonging remained consistent. The data identified disparities in belonging for Multilingual Learners (ML), female students, Asian and Hispanic/Latino students, students receiving special education services, and students qualifying for free/reduced meals.

Disparities were examined by disaggregating data by race/ethnicity, program, grade level, and gender. This analysis brought forward differences that could be missed in schoolwide averages and helped identify priorities for targeted support with Tier 1 improvements.

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

The strongest area of progress was in mathematics and ELA. Mathematics exceeded our annual goal: the percentage of students performing at Tier 1 on the i-Ready diagnostic increased from 15% in fall to 43% in spring, surpassing the 40% target. Students showed improvement across all mathematics domains. Multilingual Learners and students receiving special education services also reduced their representation in Tier 3, showing that interventions were helping students move closer to grade level.

ELA scores also showed improvement. Although we did not reach the goal of increasing Tier 1 performance on the i-Ready diagnostic from 29% to 50%, the spring diagnostic reached 48%, with several grades making significant growth.

SEL and belonging showed little progress. Overall belonging increased from 76% to 77%. This did not meet the 83% goal; however, maintaining the overall level is notable given the historical pattern of declining belonging in the spring.

Overall, the data indicates that strengthening Tier 1 instruction, targeted intervention, collaborative planning, and progress monitoring contributed to academic growth.

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?

Several areas remain below our expected outcomes. In ELA, growth was not consistent across all student groups. Multilingual Learners, students receiving special education services, and Native Hawaiian or Other Pacific Islander students continued to have lower rates of growth than their peers. Students also performed better in foundational skills than in vocabulary and comprehension, which lets us know we need to strengthen academic language, comprehension, and meaning-making with complex texts.

In mathematics, the school exceeded its overall goal, but 43% Tier 1 performance means that many students remained below benchmark. Multilingual Learners continued to experience a significant gap, with 18% performing at Tier 1 compared with 53% of non-ML students. Geometry was the lowest-performing domain even though there was some improvement.

For SEL, 23% of students did not report positive belonging. This data points to a need for more consistent Tier 1 SEL implementation and intentional relationship-building, specifically for student groups experiencing lower belonging.

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?

Engagement across our school community will be an important part of implementing and monitoring our School Improvement Plan. Our goal is to create structures that allow staff, families, students, and community partners to understand our goals, review progress, and share ideas that inform our next steps.

Certificated staff will have opportunities to have data conversations through staff meetings, Multi-Tiered Systems of Supports (MTSS) cycles, and early release professional learning days. These structures will provide opportunities to examine student outcomes, identify areas of growth, and ways to adjust instruction. Paraeducators will have opportunities to review SIP data and share their observations and feedback.

Our SIP plan will be shared with our PTSA, and they will be invited to review data and provide feedback about family engagement and ways the PTSA can provide additional support. We will communicate the priorities of the SIP with families during whole-school evening events and within weekly family communications. This will help families understand our goals and identify ways they can support student learning and belonging at home.

Students will also have a voice in the process. The Student Advisory Team, representing fifth- and sixth-grade students, will review our SIP throughout the year and provide feedback on student experiences and areas for improvement. Their perspectives will help us evaluate whether our work is reflective of student needs.

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.

Long-Term SIP Goal 1 (Three-Year SMARTIE Goal)

Between Spring 2025 and Spring 2027, students in grades 3 through 6 will increase their proficiency in English Language Arts from 41.5% to 55% at or above grade level, as measured by the Smarter Balanced Assessment.

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 2026 and Spring 2027, the percentage of students performing at or above benchmark in ELA will increase from 29% to 50%, as measured by the i-Ready Reading Diagnostic.

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

If we, the Chase Lake learning community, consistently embed explicit vocabulary and academic language instruction into the K–6 core instructional block, and provide students with frequent opportunities to practice, discuss, apply, and take ownership of their learning, then students will strengthen their comprehension, academic language, and discourse, leading to increased student proficiency in reading across all grade levels.

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.

- Elevate student reading proficiency across all grade levels by embedding explicit weekly vocabulary and academic language instruction into the core instructional block, ensuring consistent development of comprehension, oral language, content knowledge, word learning, academic discourse, and ownership.
- SBA Interim Assessments

What will the strategy or strategies look like in action?

- Teachers explicitly introduce and teach targeted vocabulary words each week, prioritizing depth over quantity.
- Vocabulary is connected to current content and essential standards rather than taught in isolation.
- Students use new words multiple times and in multiple ways throughout the week.
- Students have frequent opportunities to read, discuss, write, and apply new vocabulary.
- Teachers use formative and pre/post assessments to monitor vocabulary learning and adjust instruction.

- SBA Interim Assessments provide a diagnostic snapshot of student proficiencies, followed by data analysis and an instructional response.

Team or person responsible

The Chase Lake Leadership Team (certificated staff and administration) will facilitate professional learning, progress monitoring through data analysis, and revise strategies to meet the needs of our students.

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)

Data Source	Who	When
i-Ready Reading Diagnostic	All students K-6	Fall, Winter, Spring
SBA: Language Arts	All students 3rd-6th	Spring

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

Students in grades 3rd-6th will demonstrate growth in mathematical skills from Spring 2025 to Spring 2027, as measured by the Smarter Balanced Assessment-Mathematics from a baseline of 40% at or above grade level to a target of 50% at or above grade level.

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 2026 and Spring 2027, the percentage of students performing at or above benchmark in mathematics will increase from 19% to 45%, as measured by the i-Ready Math Diagnostic.

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

If we, the Chase Lake learning community, consistently embed quick practices and daily routines into the core instructional block, and provide students with frequent opportunities to practice, discuss, apply, and take ownership of their learning, then students will strengthen their foundational skills, fluency, problem-solving, academic language, and mathematical discourse, leading to increased student proficiency in math across all grade levels.

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.

- Elevate student math proficiency across all grade levels by embedding high-impact daily routines in grades K–2 and quick practices in grades K–6 from the Math Expressions curriculum into the core instructional block, ensuring consistent development of number sense, fluency, automaticity, problem-solving, mathematical discourse, and ownership.

- SBA Interim Assessments

What will the strategy or strategies look like in action?

- Teachers embed Math Expressions daily routines and quick practices into the core math block.
- Grades K–2 use daily routines to build foundational number sense, fluency, and automaticity.
- Grades K–6 use quick practices to provide regular opportunities for fluency and application of previously learned skills
- Teachers use formative checks during routines to identify misconceptions and adjust instruction.
- Teachers give responsibility to the students to lead learning and take ownership.
- SBA Interim Assessments provide a diagnostic snapshot of student proficiencies, followed by data analysis and an instructional response.

Team or person responsible

The Chase Lake Leadership Team (certificated staff and administration) will facilitate professional learning, progress monitoring through data analysis, and revise strategies to meet the needs of our students.

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)

Data Source	Who	When
i-Ready Reading Diagnostic	All students K-6	Fall, Winter, Spring
SBA: Mathematics	All students 3rd-6th	Spring

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

Every student will feel that they are valued members of the school community with a strong sense of belonging, from Spring 2025 to Spring 2027, as measured by the Edmonds Student Survey (grades 3rd-6th), from a baseline of 73% to a target of 85% responding favorably.

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)

Each and every student will feel that they are valued members of the school community with a strong sense of belonging, from Fall 2026 to Spring 2027, as measured by the Edmonds Student Survey (grades 3rd-6th), from a baseline of 83% to a target of 85% responding favorably.

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

If we, as the Chase Lake learning community, build a multi-tiered continuum of social-emotional support that promotes a school-wide culture of safety and inclusive learning environments, then every student will have a strong sense of belonging at Chase Lake.

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

- SEL Tier 1 focus in every classroom K-6
- Weekly Welcome: weekly whole-school assemblies to promote school-wide connectedness

What will the strategy or strategies look like in action?

- Teachers consistently implement Tier 1 SEL instruction and routines in every K–6 classroom.
- Students have regular opportunities to practice SEL skills and social awareness.
- Classroom SEL lessons are connected to schoolwide expectations.
- Teachers create opportunities for students to build relationships, express themselves, solve problems, and practice conflict-resolution skills.
- For our Weekly Welcome assembly, each week, the whole school gathers to celebrate community, recognize students, and promote shared values. This creates a consistent sense of belonging and connectedness across all grade levels.
- The Weekly Welcome includes student participation, recognition, school spirit, and shared experiences that strengthen connectedness.

Team or person responsible

The Chase Lake SEL Team (certificated staff, counselor, SINC, and administration), Staff Advisory Team

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)

Data Source	Who	When
Edmonds Student Survey	All Students 3rd-6th	Fall, Spring

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

Name	Role
Jennifer Gero	Kindergarten Teacher
Kelsey Monson	3rd Grade Teacher
Angie Currie	4th Grade Teacher
Sophie Newman	5th Grade Teacher
Megan Valencia-Lashley	Title Reading Teacher
Ony Huffman	Title Reading Teacher
Amy Johnson	Title Reading Teacher
Sarah Olive	Counselor
Carly Arazy	Multilingual Teacher
Quyen Terry	Multilingual Teacher
Caroline Gaskill	Digital Learning Coach
PTSA Team	Families Supporting Chase Lake
Student Advisory	Fifth and Sixth-grade Student Leaders
Sean Silver	Principal

Links to supporting documents

- Edmonds School District 2021–2026 Strategic Plan
- Mid-year SIP Reflect/Revise_2026-27
- End of year SIP Reflect/Revise_2026-27