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 College Place Middle School

Current School Year 2026 - 2027

Section 1. Our School

College Place Middle School (CPMS) is located in the SW quadrant of the Edmonds School District, serving students from 5 local elementary schools as well as students new to our community. College Place Middle School has an average enrollment of about 500 students split between two grade levels, Grades 7 and 8. We offer elective courses, such as instrumental music, STEAM, visual arts, and Spanish, as well as core content courses to meet the needs of all our students. Our core values are the Cougar Way (I am safe, I am kind, and I am a learner). We identify monthly social and emotional learning (SEL) standards and OSPI benchmarks to promote positive self-reflection of our students by creating a strong sense of belonging. Our staff mission is to embrace students' unique needs to develop their full potential and provide a positive and challenging environment that fosters lifelong learners and responsible citizens by teaching the mind and touching the heart. Currently, we serve 14% Multilingual Learners (MLs), 49.57% of students qualify for Free or Reduced meal benefits, 23% of students with special education needs, and our overall student attendance rate is 79%, who have regular attendance 90% of the time. Our aim with this 3-year improvement plan is to be committed to our culturally

relevant teaching practices, to operate with a keen sense of justice, and to provide a positive impact on student learning.

2026-2027 Enrollment Data

Group	# of Students	% of Students	Group	# of Students	% of Students
Total Enrollment	475		**Two or More Races**	47	9.83%
American Indian/Alaskan Native	2	0.42%	**Multilingual Learners**	114	23.84
Asian	17	3.56%	**Homeless/ McKinney-Vento**	7	1.46%
Black/African American	26	5.44%	**Free and Reduced Lunch**	220	46.02%
Hispanic/Latino	169	35.3%	**Section 504**	48	10.4%
White	207	43.31%	**Special Education**	67	14.01%

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 targets 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
- ☐ Least restrictive environment family surveys
- ☑ 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
- [x] Grade level on-track indicators
- [x] Acadience
- [x] 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
- [x] 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?

Our goal areas are focused on our entire student population. We have a large percentage of students who are three grade levels below where they should be in reading and math as measured by i-Ready, and are not meeting benchmarks with the Smarter Balanced Assessment (SBA). Our initial focus will be moving as many students to grade level or above, while also tracking the progress of our historically marginalized student populations - students with special education services, Multilingual Learners, and students who qualify for meal benefits. We believe that the primary reason for the low performance on our initial assessments was students having low attendance for the past few years due to a variety of factors. We reviewed our Tier 2 literacy and math interventions developed during the previous SIP cycle, and they are showing positive results each year.

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

Our school continues to make strong gains with i-Ready as a key tool for monitoring growth and guiding instruction. The platform's assessment tools provide immediate feedback and targeted lessons for students who are not yet meeting grade-level benchmarks, allowing for individualized instruction that meets each learner's needs.

Our current focus is for classroom teachers to conduct regular progress monitoring, using data to adjust Tier 1 instruction and ensure that all students reach grade-level proficiency in reading and math by the end of the year. For students performing below grade level, our goal is at least 1–1.5 years of growth between the fall and spring assessments to close achievement gaps.

All educators at College Place Middle School are recognized as teachers of literacy who leverage high-impact instructional strategies, holding a shared commitment to providing rigorous, evidence-informed instruction that aligns with district standards.

Interventions will be implemented with fidelity, along with alignment of curriculum, academic vocabulary, and common instructional language across subjects to strengthen coherence and impact. By maintaining a strong focus on data-driven instruction, intentional collaboration, and ongoing reflection, we aim to foster cycles of inquiry and metacognition among staff and students, ensuring that every learner continues to make meaningful 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?

SBA data reveal a performance gap between students receiving special education or multilingual services and their peers who do not receive these services. We believe a primary contributing factor to lower initial assessment outcomes is reduced attendance among multilingual and special education students over the past few years, influenced by a range of external and individual circumstances.

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?

Families actively engaged in our School Improvement Plan goals through consistent family communication as a cornerstone of our approach—both to understand students' backgrounds and to share progress updates with regular feedback loops, such as empathy interviews and focus group studies. We also provide PSO chats with the principal, newsletter updates, and direct ParentSquare messages. Instructional staff, certificated staff, paraeducators, family resource advocates, and administrators collaborate in mixed teams to identify priority areas for improvement. English Language Arts and Math teachers regularly confer with students to review progress, set benchmarks, and prepare for i-Ready lessons and the SBA.

Tier 2 supports include a Reading Intervention course aligned with our literacy and English goals, and a Tier 2 Math course designed to strengthen math achievement. These targeted supports are directly connected to the SIP focus areas. All goals were collaboratively developed and will continue to be shared with families through school meetings and community events.

Student input has been an essential part of this process. Elected student senators have contributed to strategies supporting our sense of belonging goal, and feedback from student surveys has guided our planning. Their voices are reflected in both academic initiatives and

social events on campus, reinforcing our commitment to inclusive, student-centered 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)

From 2024-2025 to 2026-2027, students in grades 7 & 8 who are at or above grade-level benchmark in ELA will increase from 57% to 67% 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 the 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 7th and 8th grade students who are at or above grade level in ELA will increase from 41% to 56%, as measured by the i-Ready ELA assessment, reflecting progress toward grade-level expectations.

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

If all staff at College Place Middle School use specific, high-leverage reading strategies, academic vocabulary, and common language paired with Common Core State Standards (CCSS) and 40 minutes of i-Ready content met per week, *then* students will make annual gains above 1 year of growth, therefore narrowing the achievement gap and getting at or near grade level as measured by SBA and the i-Ready assessment.

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.

- All staff will use content-specific reading strategies, including graphic and semantic organizers to illustrate concepts and relationships between concepts in a text or using diagrams. In addition, academic vocabulary and common language will be explicitly taught to impact reading comprehension skills.

What will the strategy or strategies look like in action?

- All instructional staff will utilize content-specific reading strategies (academic and common vocabulary), instructional technology, and content-led professional development cycles of inquiry to impact student learning.
- Classroom walkthroughs and teacher observation cycles to show student growth.
- Students will demonstrate an increase in their ability to read and write grounded in evidence from complex texts with classroom-based assessments and curriculum assessments.

Team or person responsible?

Instructional Council, administrators, and all certificated staff.

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)

- Classroom walkthroughs and teacher observation cycles including academic vocabulary, student use of language and discussion, student engagement, evidence of comprehension, learning in action, structured routines, as well as language support.
- SBA interim assessment is used to support student growth.
- i-Ready progress monitoring from fall to spring.

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

From 2024-2025 to 2026-2027, students in grades 7 & 8 who are at or above grade-level benchmark in Math will increase from 37% to 47% as measured by the Math 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 2026 and Spring 2027, the percentage of 7th and 8th grade students who are at or above grade-level benchmark in math will increase from 27% to 42% as measured by the i-Ready Math Assessment, reflecting progress toward grade-level expectations

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

If all staff at College Place Middle School consistently implement inquiry-based learning strategies, explicitly teach academic vocabulary, align instruction with the Common Core State Standards (CCSS), and ensure students complete 40 minutes of i-Ready content each week, then students will achieve more than one year of academic growth annually, narrowing achievement gaps and moving toward or reaching grade-level proficiency as measured by the SBA and i-Ready assessments.

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.

- Use of physical objects and manipulatives, ie, blocks, counters, or number lines, to help students visualize and understand mathematical concepts.
- Teachers demonstrate with experiments and hands-on learning activities to make math, science, and STEAM concepts tangible.
- Encourage students to analyze, evaluate, and comprehend math academic vocabulary that requires higher-order thinking skills to make sense of algebraic equations.

What will the strategy or strategies look like in action?

- Students will use inquiry-based learning strategies in their classes regularly in core content areas, in addition to claim, evidence, and reasoning skills in science and STEAM courses.

- Students can articulate their critical thinking by using metacognitive strategies, including think-alouds modeled by the teacher and self-monitoring checklists that guide them through the problem-solving process.

Team or person responsible:

Instructional Council, administrators, and all certificated staff.

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)

- Classroom walkthroughs and teacher observation cycles, including academic vocabulary, student use of language and discussion, student engagement, evidence of comprehension, learning in action, structured routines, as well as language support.
- SBA Interim Assessment to support student growth.
- Winter i-Ready scores as compared to fall assessment.

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

From 2024-2025 to 2026-2027, students in Grades 7 and 8 who report a sense of belonging at school will increase from 74% to 84% as measured by student surveys, and students attending 90% of the time will increase from 64% to 86% for overall attendance.

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 2026 and Spring 2027, the percentage of 7th and 8th grade students who report a sense of belonging at school will increase from 79% to 84% as measured by student surveys, and students attending 90% of the time will increase from 76% to 86% for overall attendance.

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

If we take a deliberate approach to identifying students whose attendance is less than 75% and students who do not report a sense of belonging at College Place Middle School, *then* we will be able to intervene and apply strategies to increase attendance and a sense of belonging, resulting in increased academic achievement and social/emotional well-being for students.

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.

- Weekly attendance team meetings focusing on students who receive TIER 2 and TIER 3 supports, resource allocations, and home visits with our Student Support Team.
- Teacher-facilitated bi-monthly SEL lessons to improve student self-efficacy and sense of belonging.

What will the strategy or strategies look like in action?

Implementation and reflection of monthly SEL lessons to promote positive self-efficacy and to meet the needs of our social/emotional learning by creating a strong sense of belonging in conjunction with a 'house' engagement structure.

Team or person responsible:

Instructional Council, administrators, and certificated staff.

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)

- Instructional Council (IC) will review student perception survey data points that relate to students' sense of belonging as related to school culture.
- Teacher leaders will survey staff and students on the effectiveness of SEL lessons.
- Building administrators collected monthly totals for earned Cougar Way raffle tickets and tracked Student of the Month recognitions.
- House Point System, student recognition awards assembly, and student monthly raffle.
- Multi-Tiered System of Supports (MTSS) team reviews the monthly Homeroom Report to identify students who are disengaged and need intervention options.

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

Name	Role
Dr. Andrea Collins	Principal
Henry Shaw	Assistant Principal
Instructional Council	All Department Chairs
ASB Senators	Elected Student Leaders
Natural Leaders	Volunteer Student Family/Guardians
PSO	Volunteer Student Family/Guardians

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