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 Cedar Way Elementary

Current School Year 2026-2027

Section 1. Our School

Cedar Way Elementary, home of the Eagles, is a Title 1 K–6 school in Mountlake Terrace. Cedar Way is diverse and multilingual: 52% of our students are students of color, 29% are Multilingual Learners (MLs), and 57% are from low-income households (2025-26 data).

Our staff and community have a multi-generational history at Cedar Way. Many staff members attended CWE, as well as their children, and many parents of current students are former CWE students. We have 20 general education classrooms and 2 self-contained classrooms that provide Intensive Social Emotional Support (ISES) for students with significant behavioral needs. We have robust Title 1 and ML programs that provide intervention for students in reading and language acquisition.

Cedar Way has several extracurricular and community events. We are known for our C-CATS (Circus Arts & Tumbling) program, which boasts over 200 members, from kindergarten through sixth grade. We also have the largest community Food Pantry in Edmonds that serves many CWE and community families each month. Our PTO is a great supporter of our school,

providing volunteers, field trip funding, and many community events. Having received a Disney Performing Arts grant for three years, we put on an amazing show in the spring. (Come see “Finding Nemo, Jr.” this spring!)

Our school leadership committees consist of a Building Leadership Team, Instructional Leadership Team, and PBIS Team. Equity is threaded through all three committees. Our goals for the year are centered around strengthening our Tier 1 instruction in both ELA and Math and streamlining our PBIS and response to behavior systems. CWE has a new principal this year, ready to dive into the things that will help us continue to grow in greatness!

Data from the OSPI Report Card (2025-26):

Group	# of Students	% of Students	Group	# of Students	% of Students
Total Enrollment	473		Two or More Races	32	6.8%
American Indian/Alaskan Native	4	0.8%	English Language Learners	135	28.5%
Asian	51	10.8%	Homeless/ McKinney-Vento	7	1.8%
Black/African American	63	13.3%	Free and Reduced Lunch	270	57.1%
Hispanic/Latino	92	19.5%	Section 504	30	6.3%
White	226	47.8	Special Education	107	22.6%

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
- [x] State student growth
- [ ] Grade level on-track indicators
- [x] Acadience
- [x] 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?

Cedar Way is a tight-knit community with a strong sense of pride and a multi-generational history. This year, with a new principal joining our community, we examined three years of school data with fresh eyes. More than half of our students come from groups that have historically been furthest from educational justice, and our district and state assessment results have remained flat and well below standard. Our goal is to build on our community's strength and unite around high-impact instructional practices. Together with our teacher leaders, we will celebrate who we are at CWE while keeping a clear focus on strengthening Tier 1 instruction for every student.

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

In 2025–26, K–3 students made strong gains in i-Ready Reading foundational skills from the beginning of the year to the end. This growth reflects our schoolwide commitment to implementing the 95% Core Phonics curriculum in our K–3 classrooms. In the upper grades, where the assessment focuses more on comprehension, growth was more limited.

Attendance is a clear area of growth for Cedar Way. Over the past four years, the share of students who are regularly attending (fewer than two absences per month) has climbed steadily from 70.3% to 84.2%.

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?

Three-year trend data show a persistent opportunity gap at Cedar Way. Students furthest from educational justice have made the least academic growth on the Smarter Balance Assessment. Students with historically greater access to resources have maintained higher, consistent proficiency. Closing this gap is central to our focus on strengthening Tier 1 instruction.

Students meeting SBA proficiency standard in ELA:

Student Group	2025-26	2024-25	2023-24
Overall	43%	38%	40%
Asian	44%	45%	42%
Black	31%	27%	33%
Hispanic	34%	21%	32%
2+ Races	39%	41%	47%
White	52%	45%	44%
ML	11%	11%	20%
Non-ML	54%	47%	50%
Low Income	30%	24%	33%
Non-Low Income	60%	59%	51%
IEP	18%	19%	215
Non-IEP	52%	43%	44%

Students meeting SBA proficiency standard in Math:

Student Group	2025-26	2024-25	2023-24
Overall	39%	35%	31%
Asian	48%	29%	45%
Black	31%	27%	20%
Hispanic	27%	25%	23%

2+ Races	39%	41%	37%
White	46%	41%	35%
ML	12%	8%	11%
Non-ML	48%	44%	41%
Low Income	27%	22%	23%
Non-Low Income	53%	55%	45%
IEP	20%	25%	23%
Non-IEP	45%	37%	33%

In recent years, Cedar Way has focused on strengthening reading instruction and using language acquisition strategies, including GLAD. Despite this work, ELA proficiency has stayed flat at about 40-43%. Math proficiency has also stayed flat, at a lower level (below 40%). These results point to the need for a stronger Tier 1 focus in both ELA and math.

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 BLT and ILT will have ongoing opportunities to engage in review of progress toward SIP goals, which will then be communicated and shared with our entire staff. We will also seek opportunities for ongoing engagement with our parent/guardian community through general PTO meetings.

This year, we are reinstating our Student Advisory Club to elevate student voice at Cedar Way. Advisory members will partner with staff on family connection and engagement activities that strengthen our entire school community. They will have an opportunity to look at Family and Student data to inform their work.

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)

The percentage of 3rd to 6th-grade Cedar Way students reaching their grade-level standard in English/Language Arts will increase from 38% in spring 2025 to 55% in spring 2027 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)

The percentage of K–6 students meeting grade-level standards in reading will increase from 52% in fall 2026 to 60% in spring 2027, 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 regularly analyze i-Ready Diagnostic data to identify the reading domains where students have historically underperformed or excelled, then we can target Tier 1 instruction to

those needs, and more students will meet grade-level standards.

If we collaborate in grade-level teams to analyze i-Ready Diagnostic data and implement our phonics curriculum with fidelity in every classroom, then we will strengthen Tier 1 instruction.

If we strengthen Tier 1 instruction, then students needing and receiving Tier 2 and Tier 3 supports will also show greater growth, because strong core instruction is the foundation for all intervention.

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.

- Build intentional speaking and listening opportunities into daily routines and instruction.

What will the strategy or strategies look like in action?

In action, this will be: professional development delivered by the principal and ML teachers, teamwork guided by ILT, and then check-ins during staff meetings and early release days. In the classroom, there will be intentional instruction and use of vocabulary and academic language. Teachers will be planning for intentional speaking and listening opportunities, providing scaffolding for ML students and others that need it.

Team or person responsible

Administrator and all 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)

- i-Ready data will be collected 3 times a year.
- Implementation of academic vocabulary instruction will be monitored using PD check-ins, walk-through tools, and team reflections.
- WIDA assessment data will be collected in late winter/early spring.

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

The percentage of 3rd to 6th-grade Cedar Way students reaching their grade-level standard in Math will increase from 35% in spring 2025 to 49.6% in spring 2027 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)

The percentage of K–6 students meeting grade-level standards in math will increase from 47% in fall 2026 to 55% in spring 2027, 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 build a shared understanding of the priority teaching moves in Math Expressions through professional learning and grade-level collaboration, then we will deliver more focused, effective Tier 1 math instruction, and more students will meet grade-level math standards.

If grade-level teams regularly analyze i-Ready Math Diagnostic results by domain (Number and Operations, Algebra and Algebraic Thinking, Measurement and Data, and Geometry), then we can target Tier 1 instruction and intervention to the areas of greatest need, and student growth in math will increase.

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.

Elementary & K-8 Math Strategy:
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.

What will the strategy or strategies look like in action?

In action, this will be: professional development delivered by the principal, teamwork guided by ILT, and then check-ins during staff meetings and early release days. In the classroom, teachers will be implementing the daily routines and quick practices into their daily math instruction.

Team or person responsible

Administrator and all 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)

- i-Ready data will be collected 3 times a year.
- Implementation of using high-impact daily routines in grades K–2 and quick practices in grades K–6 from the Math Expressions will be monitored using PD check-ins, walk-through tools, and team reflections.

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

From the 2024–2025 school year to the end of the 2026–2027 school year, Cedar Way will increase the percentage of students attending more than 90% of school days from 70.4% to 90%, as measured by school attendance records.

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)

The percentage of Cedar Way students attending 90% or more of school days will increase from 84.2% in the 2025–26 school year to 90% in the 2026–27 school year.

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

If we strengthen positive relationships and a sense of belonging through our PBIS system and consistent schoolwide expectations, then students will feel more connected to school.

If we partner with families by sharing attendance data early, celebrating improvement, and connecting families with supports like our Food Pantry, then we will reduce barriers to attendance.

If our attendance team monitors data monthly and reaches out early to students showing a pattern of absences, then we can address barriers before they grow.

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.

Monitor attendance data and communicate with students and families to address absence patterns early. Use a variety of means of communication - Parent Square, phone, letters, support from FRA (Family Resource Advocate).

Partner with our FRA, PBIS (Positive Behavioral Interventions and Supports) Team, BLT (Building Leadership Team), and Student Advisory Club to identify focus areas for schoolwide initiatives in response to emerging needs. With our Student Advisory Club, we will plan and lead schoolwide activities and events that build unity and a sense of belonging among students.

What will the strategy or strategies look like in action?

Attendance Data Tracking with Office Staff and FRA. Divide communication with families among FRA, Office Staff, and the Administrator.

Create a school-wide campaign around “Attendance Matters” where students can celebrate our growth in attendance.

Team or person responsible

Administrator, PBIS Team, FRA, Office Staff, Student Advisory Club, and all 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)

- Attendance data collection through Skyward and Homeroom.
- Student Belonging Survey data analysis.

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

Name	Role
Chrisy Francescutti	Principal
<u>Instructional Leadership Team:</u>	
Madelyn Reunanen	2nd Grade
Tracey Holmes	3rd Grade
Randy Partee	6th Grade
Carla Dorsey	Title 1 Teacher
Somphien Manivanh	ML Teacher
Megan Jones	Librarian
Brian Fulmer	Digital Learning Coach
<u>Building Leadership Team:</u>	
Jenny Phipps	Kindergarten
Tanya Dubiel	1st Grade
Stacy Stuehrenberg	2nd Grade
Nina Yanine	3rd Grade
Todd Stuehrenberg	6th Grade
Leann Onishi	Title 1 Teacher
Melissa Brown-Gibbons	Special Ed. Teacher
Kyle Gray	P.E.
*Equity is threaded through both Leadership Teams.	

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