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 Meadowdale Middle School

Current School Year 2026-27

Section 1. Our School

Meadowdale Middle School has approximately 710 students in 7th and 8th grade. We have 3 special education programs supporting 115 students, and a Multilingual Learner (ML) program with almost 140 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:

Student Demographics

Asian	11.45%
Black/African American	10.34%
American Indian/Alaskan Native	0.28%
Hispanic/Latino	24.83%
Native Hawaiian/Other Pacific Islander	0.69%
Two or More Races	10.48%
White	41.93%

Student Service Areas

504	8.0%
Bilingual	19.44%
Free/Reduced Lunch	40.27%
Gifted	1.24%
Homeless	1.51%
LAP	0
Special Education	16.27%
Title	0
Migrant	0

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
- [ ] 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?

In an examination of State Testing results, we identified 3 student groups who are lagging behind their peers: students in Special Education, students who are Multilingual Learners, and students with an attendance rate of less than 70%. On this year's S.I.P., we have identified specific goals for students to reach Level 2, as well as Levels 3+. We have also built in specific attendance goals for all students as well as subgroups of students who have lagged. Our Building Leadership Team is supportive of goals that reflect student growth (moving from Level 1 to Level 2, for example), as well as student achievement (Level 3+).

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

We have been making yearly progress toward all of our 3-year goals, although progress toward our math goal has been slower than reading or attendance. We have focused a lot of time and attention on literacy, following the lead of the district initiative launched in 2023.

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?

We continue to see slower growth or progress in our math achievement. This is true across all demographic groups in our school. Although we continue to improve, it is slower than we would like. We hope to see improvement due to a more focused and structured approach to PLC work this year.

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 team reviewed prior-year academic performance, attendance records, and social-emotional learning metrics to establish our annual targets. These strategies were communicated to families via our weekly electronic newsletter and an interactive community listening session. Moving forward, the Building Leadership Team will regularly evaluate implementation progress through structured PLC inquiry cycles throughout the academic 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 the 2026 SBA ELA results, increase the percentage of Meadowdale Middle School students in grades 7–8 meeting standard (Level 3 or 4) from 62% 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)

From the Fall 2026 baseline of 42%, increase the percentage of Meadowdale Middle School students in grades 7–8 performing early on grade level or above in reading to 65% by the Spring 2027 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 Tier 1 and Tier 2 practices listed below, then we will increase the number and percentage of students who will achieve early-on grade level and above on the spring i-Ready Reading Diagnostic and the ELA Smarter Balance Assessment by **8% or more**.

- Tier 1
  - Regular use of i-Ready MyPath Lessons.
  - Use of Walkthrough Tool for Data Collection and Feedback
  - Differentiated PD in response to identified areas of Growth
  - PLC work focused on collaboration, instruction, and data inquiry cycles.
- Tier 2/3 Strategies
  - Student mini-conferencing
  - Identified Tier 2 and Tier 3 strategies to support improvement of student learning/data discussed in PLC data inquiry cycles.

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

- Regular use of i-Ready MyPath Lessons and IAB practice questions.
- Use of Walkthrough Tool for Data Collection and Feedback
- Differentiated PD in response to identified areas of Growth
- PLC work focused on collaboration, instruction, and data inquiry cycles.

- Tier 2/3 Strategies
  - Student mini-conferencing
  - Identified Tier 2 and Tier 3 strategies to support improvement of student learning/data discussed in PLC data inquiry cycles.

What will the strategy or strategies look like in action?

During the 2026–27 school year, middle school principals and assistant principals will strengthen consistent, high-quality Tier 1 instruction across all content areas by conducting at least four observations of each teacher: two formal observations (already required) and two learning walks using the SIP Secondary Tier 1 Learning Walk Rubric: MS SIP Learning Walk Rubric 26-27. The rubric will be shared with staff to establish common instructional expectations, and observation evidence will guide actionable feedback, professional learning, and next steps to improve student engagement, academic language, comprehension, and achievement.

At Meadowdale Middle School, teachers will also use the Instructional Walkthrough Tool to reflect on their strengths and areas of growth to ultimately improve their practice. Similar to previous years, math and ELA teachers will be implementing the use of i-Ready MyPath lessons with fidelity in their classrooms and with their students. Additionally, our school leaders have developed and will implement a protocol for structured PLC work. This protocol will provide teachers with a structure to calibrate around student work and learning expectations, collect and review data, and reflect on the data to inform Tier 1 and Tier 2 instructional strategies to support student learning.

Team or person responsible

School leadership, teachers, students, and paraeducators.

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 Diagnostic data
- Student work/data from grade-level common assessments

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

Based on the 2026 SBA Math results, increase the percentage of Meadowdale Middle School students in grades 7–8 meeting standard (Level 3 or 4) from 47% 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)

From the Fall 2026 baseline of 27%, increase the percentage of Meadowdale Middle School students in grades 7–8 performing early on grade level or above in math to 60% by the Spring 2027 i-Ready Math Diagnostic.

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

If we implement the Tier 1 and Tier 2 practices listed below, then we will increase the number and percentage of students who will achieve early-on grade level and above on the spring i-Ready Math Diagnostic and the ELA Smarter Balance Assessment by **19% or more**.

- Tier 1
    - Regular use of i-Ready MyPath Lessons.
    - Use of Walkthrough Tool for Data Collection and Feedback
    - Differentiated PD in response to identified areas of Growth
    - PLC work focused on collaboration, instruction, and data inquiry cycles.
- Tier 2/3 Strategies
    - Student mini-conferencing
    - Homeroom math tutoring
    - Identified Tier 2 and Tier 3 strategies to support improvement of student learning/data discussed in PLC data inquiry cycles.

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

- Tier 1
    - Regular use of i-Ready MyPath Lessons and IAB practice questions.
    - Use of Walkthrough Tool for Data Collection and Feedback
    - Differentiated PD in response to identified areas of Growth
    - PLC work focused on collaboration, instruction, and data inquiry cycles.
- Tier 2/3 Strategies
    - Student mini-conferencing
    - HR Math Tutoring
    - Identified Tier 2 and Tier 3 strategies to support improvement of student learning/data discussed in PLC data inquiry cycles.

What will the strategy or strategies look like in action?

During the 2026–27 school year, middle school principals and assistant principals will strengthen consistent, high-quality Tier 1 instruction across all content areas by conducting at least four observations of each teacher: two formal observations (already required) and two learning walks using the SIP Secondary Tier 1 Learning Walk Rubric: MS SIP Learning Walk Rubric 26-27. The rubric will be shared with staff to establish common instructional expectations, and observation evidence will guide actionable feedback, professional learning, and next steps to improve student engagement, academic language, comprehension, and achievement.

At Meadowdale Middle School, teachers will also use the instructional walkthrough tool to reflect on their strengths and areas of growth to ultimately improve their practice. Similar to previous years, math and ELA teachers will be implementing the use of i-Ready MyPath lessons with fidelity in their classrooms and with students. Additionally, our school leaders have developed and will implement a protocol for structured PLC work. This protocol will provide teachers with a structure to calibrate around student work and learning expectations, collect and review data, and reflect on the data to inform Tier 1 and Tier 2 instructional strategies to support student learning.

Team or person responsible

School leadership, teachers, students, and paraeducators.

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 Diagnostic data
- Student work/data from grade-level common assessment

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

Based on the 2025–26 OSPI attendance data, increase the percentage of MMS students attending at least 90% of the time from 82% to 85% by the end of the 2026–27 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 2025–26 Homeroom attendance data, increase the percentage of Meadowdale Middle School students attending at least 90% of the time from 74% to 79% by the end of 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 implement the Tier 1, Tier 2, and Tier 3 strategies listed below, we will increase our attendance rate from 82% in the 2025-2026 school year to 85% in the 2026-2027 school year.

- Tier 1: Regular attendance communication and school-wide attendance challenges.
- Tier 2: Tailored attendance communication to subgroup populations.
- Tier 3: Regular data review and provide various 3rd tier interventions.

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

- Tier 1: Regular communication and school-wide attendance challenges.
- Tier 2: Tailored communication to subgroup populations.
- Tier 3: Regular data review and provide various 3rd Tier interventions.

What will the strategy or strategies look like in action?

- Tier 1: Communicate important attendance research, expectations, and protocols to students and families through 7th Grade Parent Night, Curriculum Night, morning announcements, ASB announcements, and ParentSquare. Complete attendance week challenges at least quarterly.
- Tier 2: Send weekly 3+, 5+, and 7+ unexcused absence letters and tailored attendance messages such as the following: “high excused absence” messages and “perfect attendance” and “90%+ attendance” positive reinforcing messages.
- Tier 3: Regularly review attendance data and provide interventions as soon as possible for students who are missing at least 80% or more of the school year: attendance meetings with P-183 or P-188, phone call, conference, etc. Develop relationships/partnerships with different subgroups of students and their families to support students’ regular attendance.

Team or person responsible

- Our MMS attendance team, including administration, counselors, Family Resource Advocate, and school nurse.
- Teachers and staff support promotion of positive attendance messaging, attendance week challenges, and Tier 2 communication.

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)

- Regular review of, analysis of, and response actions to aggregated and disaggregated data in Homeroom.

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

Name	Role
Joe Webster	Principal
Brandon Pope	Assistant Principal
Steve O'Leary	Teacher, English
Rachel Hyde-Prieto	Counselor
Susan Stansberry	Teacher, Science
Kate Fain	Teacher, Math
Alisha Ackley	Teacher, Reading Intervention
Amy Bostock	Teacher, Health and Fitness
Belinda Gloyd	Teacher, Special Education
Lindsey Dustin	Teacher, Instrumental Music
Judy Burdin	Paraeducator

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