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 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 High School

Current School Year: 2026-2027

Section 1. Our School

Meadowdale High School is continuously improving to achieve our vision: Meadowdale High School prepares students for the challenges presented by a rapidly changing, complex, interdependent world community. Students' interests, needs, and learning styles are considered as we assist them in the acquisition of knowledge and its application to real-life situations. We encourage and recognize continual learning, personal achievement, and teamwork. We value diversity in thoughts, beliefs, and cultures.

Program and Characteristics

English Language Learners	19.4%
Non-English Language Learners	80.6%
Foster Care	N<10
Non-Foster Care	99.7%

Low Income	47.5%
Non-Low Income	52.5%
Mobile	4.3%
Non-Mobile	95.7%
Highly Capable	0.3%
Non-Highly Capable	99.7%
Homeless	3.1%
Non-Homeless	96.9%
Migrant	0.1%
Non-Migrant	99.9%
Military Parent	1.1%
Non-Military Parent	98.9%
Section 504	9.0%
Non-Section 504	91.0%
Students With Disabilities	12.8%
Students Without Disabilities	87.2%

Gender

Female	45.1%
Gender X	0.7%
Male	54.3%

Race/Ethnicity

American Indian/Alaskan Native	0.8%
Asian	12.3%
Black/African American	13.4%

Hispanic/Latino of any race(s)	24.1%
Native Hawaiian/Pacific Islander	1.0%
Two or More Races	4.3%
White	44.2%

2025-2026 Demographics

- Total number of students - **1,454**
- 9th: **372** , 10th: **330**, 11th: **370** , 12th: **382**
- Female (643) **44.22**%, Gender (10) **.69**%, Male (801) **55.01**%
- Total number of staff in the building taking care of students - **142**

Native Language

Language	# of Students	Percentage of 1454 active students
English	933	64.16%
Spanish	218	14.99%
Ukrainian	33	2.26%
Vietnamese	30	2.06%
Amharic	28	1.93%
Russian	22	1.51%
Korean	22	1.51%
Tigrinya	22	1.51%
Arabic	21	1.51%
Urdu	10	0.68%

Other Remaining Languages total 7.88%

Our amazing diversity is a strength of ours that we will be celebrating throughout the year. And while I have shared data about our student population, we know that our whole is stronger than the sum of our parts. With this in mind, we are focused on opening the year by building a strong, welcoming community.

We offer multiple rigorous pathways for students so that their interests and strengths determine what they will take to graduate. Students can sign up for Advanced Creative Writing, drama, photography, and physics. They also have access to multiple Advanced Placement courses and World Languages. We are proud of the robust Career and Technical Education (CTE) options

that are available to students. A few of the programs we have at Meadowdale HS are Automotive Basics and Technology, Chef, Graphic Arts, and Healthcare Professions.

School is a place where students not only learn academics, but it's also about exploring interests and developing lifelong friendships. In addition to rigorous coursework, we offer opportunities for students to join clubs and activities. We know that students who are engaged in school learn life skills, leadership skills, and interpersonal skills. They may also feel more connected to school and less likely to drop out. At Meadowdale HS, we have over thirty-one after-school clubs in addition to our sports and curricular activities for students to choose from. We will continue to work with students to identify their interests so that we are effectively engaging them.

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, and 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
- [ ] State student growth
- [x] Grade level on-track indicators
- [ ] Acadience
- [ ] Classroom observation tool
- [ ] Other

Elementary

- [ ] State WaKIDS
- [ ] i-Ready reading
- [ ] i-Ready math
- [ ] Running Records
- [ ] Other

Secondary

- [x] State graduation rates
- [ ] State dropout rates
- [x] State ninth grade on-track
- [x] 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 September and October of 2025, students and staff have had an opportunity to review our goals and data and reflect on growth and next steps.

Achievement

SBA

Percent of students (total - not by grade level) who are meeting the standard in ELA, Math, and Science. We continue to make gains in ELA, Math, and Science on the SBA.

OSPI Report Card.

	Spr 2022-23 ELA % OSPI	Spr 2023-24 ELA % OSPI	Spr 2024-25 ELA % OSPI	Spr 2025-26 ELA % OSPI	Spr 2022-23 Math % OSPI	Spr 2023-24 Math % OSPI	Spr 2024-25 Math % OSPI	Spr 2025-26 Math % OSPI	Spr 2022-23 Sci % OSPI	Spr 2023-24 Sci % OSPI	Spr 2024-25 Sci % OSPI	Spr 2025-26 Sci % OSPI
Meadowdale High School	63.8%	68.5%	68.6%	**75.3%**	35.6%	35.4%	30.0%	**38.9%**	36.1%	40.8%	39.3%	**53.4%**

Graduation rates for 23-24 vs. 22-23. Prior years are from the OSPI Report Card, and the 2024-25 rate is preliminary from the preview that I can see.

	2022-23 Graduation Rate	2023-24 Graduation Rate	2024-25 Graduation Rate	2025-26 Graduation Rate
Meadowdale High School	89.00%	86.9%	92.5%	**94.6%**

- **Patterns and Trends:**
    - Overall graduation rates are *outstanding*, but there are *discrepancies* between Report Card and SBA data, suggesting possible inconsistencies or inflated results.
    - SBA Math performance is notably low. Students do not take it seriously because it is not required for graduation, and alternative pathways exist.
    - ELA scores have remained consistent or improved slightly, while math scores have decreased over the past three years.
    - Socio-economic status strongly correlates with achievement; students from lower-income backgrounds tend to perform lower.
    - Attendance and achievement are closely linked—students with higher attendance perform better academically.
    - Gender patterns show females graduating at higher rates but having slightly lower attendance; questions remain about how gender identity data is reflected (small sample size for non-binary students).

- **Key Questions and Next Steps:**
    - Add i-Ready data to better measure achievement and growth trends.
    - Clarify whether zeros for test refusals are affecting SBA averages.
    - Investigate differences in achievement across grade levels and mixed-grade classes.

Attendance

The percentage of students attending 90% of the time

School	2022-23 % of students attending 90% or more	2023-24 % of students attending 90% or more	2024-25 % of students attending 90% or more	2025-26 % of students attending 90% or more
Meadowdale High School	62%	61%	69.8%	**73.3%**

- **Patterns and Concerns:**
    - Attendance *declines as students progress* through high school; seniors have the lowest rates (only about 40% meet the 90% threshold).
    - Attendance issues are most prevalent among Native American, Latino/Hispanic, non-binary, and homeless students.
    - Tardies are most common in the 1st and 2nd periods, and attendance is lowest on Fridays.
    - Attendance is the *strongest predictor of academic success*; chronic absenteeism leads to lower achievement and engagement.
    - Staff raised questions about how Running Start students are counted and the distinction between excused vs. unexcused absences.
    - Visual reminders (e.g., posters promoting 90% attendance) and incentive systems were suggested.
- **Key Questions and Next Steps:**
    - Analyze attendance by demographic group to better target supports.
    - Increase outreach to families and early interventions for freshmen with attendance concerns.
    - Consider attendance campaigns or recognition programs (“carrots and sticks”) to motivate students.

Surveys (Belonging, Engagement, Support)

Sense of Belonging

- **Findings:**
    - Sense of belonging is generally consistent across most groups, but lower among Hispanic/Latino and Multilingual Learner (ML) students.
    - Mixed-race students reported the *highest* sense of belonging, while non-binary and low-resourced students were underrepresented or less engaged.

    - Some data are *skewed* due to small subgroup sizes or low participation—especially in “Non-Binary or Not Specified” categories.
    - Despite challenges, many staff were encouraged that overall engagement and belonging were steady or improving.
    - ML students’ 66% belonging rate was seen as relatively positive, given their challenges adjusting to a new country.
- Connections to Attendance and Achievement:
    - Lower belonging correlates with *lower attendance* and *academic performance*.
    - Students who feel connected—through clubs, ASB, sports, or electives—tend to attend more regularly and achieve more.
    - ML and McKinney-Vento (homeless) students show complex patterns: some report strong belonging but still struggle with attendance.

Action Steps

- **Continuation and Refinement of SIP Strategies:**
    - Staff generally agree that the school is moving in the *right direction,* but needs stronger attendance interventions.
    - Early and regular family contact is key—especially for freshmen and students with chronic absences.
    - Enhance belonging by creating a more welcoming environment for students, balancing outside responsibilities (childcare, work, etc.).
    - Encourage participation in school activities, clubs, and events to strengthen community connections.
    - Maintain and expand peer mentorship and multilingual communication supports.
    - Consider structural supports like co-taught classrooms, ML graduation pathways, and cell phone restrictions to improve engagement.
    - Evaluate and address data inconsistencies across systems (OSPI, SBA, internal reports).

Overall Summary

Students and staff identified attendance as the most urgent issue impacting achievement and engagement. While academic outcomes—particularly graduation rates—are strong, disparities by demographic group and grade level persist. Improving belonging and engagement, especially for multilingual and marginalized students, remains a top priority. The consensus is that the current School Improvement Plan (SIP) strategies are appropriate but must include a stronger focus on attendance, data accuracy, and inclusive supports to sustain growth.

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

Meadowdale HS staff and students have a fairly favorable perception of the school and each other. Much of our data falls within the Almost Always, Frequently, and Sometimes category, which we interpret as an opportunity to build on these strengths.

The staff has a clear understanding of our strengths and weaknesses. They have great conversations in IC and Rep Council about how they can work together and with the administration to meet the needs of all 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?

The areas we are not making progress in and that are most concerning are the ability to meet the needs of historically underserved students. Our students served in MLL, SpEd, and those qualifying for Free and Reduced lunch are not making gains on academic metrics. Also, our Hispanic students (approximately 27%) are not performing at the level they are capable of. Our staff understands that eliminating opportunity gaps for students will require a strong Multi-Tiered System of Supports (MTSS) approach. The more we are focused and aligned in our instructional strategies and expectations, the more predictable and capable our students will become. This alignment will also support our Tier 2 and Tier 3 work; support teachers will have a narrower focus on what they are responsible for supporting students with.

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?

The staff has been engaged in this process since our August professional learning days. During that time, they looked at data to describe what they were seeing, to interpret their noticings, and then to better understand the implications for their work. The data analysis began with IC, and then department chairs used the same questions to guide their departments through the data analysis protocols.

This is year three of our three-year school improvement plan.
Goals and 2025-2026 Results (in bold)

- Meadowdale High School will increase our graduation rate from 86.2% in 24-25 to 95% in 26-27. **94.6%**
- Meadowdale High School will increase our MLL graduation rate from 65.7%(2024) to 90% in 26-27. **87.88%**
- We will increase the percentage of 9th graders on track for graduation and increase the number of students passing all six of their classes from 91% (2024) to 96% for the 26-27 school year. **85.6%**
- We will increase the number of 9th-grade Multilingual Learner (ML) students who are

passing all of their classes from 88% (2024) to 96% for the 26-27 School year. **71.4%**
- We will increase the student perception of a sense of belonging at Meadowdale High School from 34% to 75% by the 2026-2027 school year, as evidenced by the Edmonds SD student perception survey. **70%**
- We will increase the percentage of students attending school 90% of the time from 61% in the 2023-2024 school year to 75% in the 2026-2027 school year **70%**

Data Analysis

The 2025–2026 data show strong progress toward several three-year goals, while also highlighting persistent challenges in 9th-grade on-track rates and outcomes for Multilingual Learners (ML). The overall graduation rate reached 94.6%, essentially achieving the 95% three-year target one year early. The ML graduation rate increased to 87.88%, putting the school within approximately two percentage points of the 90% target. Student perception of belonging increased to 70%, and regular attendance improved to 70%, both demonstrating meaningful movement toward the 75% three-year goals. These gains suggest that schoolwide efforts focused on graduation monitoring, belonging, and attendance are having a positive impact.

At the same time, 9th-grade indicators remain the most significant area for continued improvement. The percentage of 9th graders passing all six classes declined to 85.6%, compared with the 96% three-year target, while the percentage of 9th-grade ML students passing all classes was 71.4%, substantially below the 96% goal. These results indicate that, although students are ultimately graduating at a high rate, earlier identification and intervention are needed to ensure students, particularly ML students, successfully navigate the critical 9th-grade transition. In Year Three, we will continue strengthening early-warning systems, grade and credit monitoring, targeted ML supports, attendance interventions, and consistent instructional practices to improve 9th-grade on-track outcomes while sustaining the gains already achieved in graduation, belonging, and attendance.

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)

Meadowdale High School will increase its four-year graduation rate from 86.2% in 2024–2025 to 95% in 2026–2027. For Multilingual Learners, the graduation rate will increase from 65.7% to 90% over the same period.

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)

- Meadowdale High School will increase its four-year graduation rate from 86.2% in 2024–2025 to 95% in 2026–2027. For Multilingual Learners, the graduation rate will increase from 65.7% in 2024 to 90% in 2026–2027.

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

In reviewing data that is directly connected to graduation rates, we know we need to focus on grading practices and the completion of courses for all grades. Another opportunity will be to ensure students understand all of the wonderful pathway options they have available to them.

If we focus on grading practices and credits starting in 9th grade and align students' High School and Beyond plans to interests and graduation requirements, then we will be able to proactively and positively support all students from their first day at Meadowdale High School.

If we narrow our focus on grading practices and credits starting in 9th grade and align our ML students' High School and Beyond plans to interests and graduation requirements, then we will be able to proactively and positively support all of our ML students from their first day at Meadowdale High School.

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

- Both students and staff monitor grades on essential standards beginning in 9th grade, using the system developed to track the graduation rate
- Provide professional development on creating common formative assessments for the identified essential standards
- Implement strategies for engaging discourse (create a welcoming environment, vocabulary, sentence stems, etc.)
- Disaggregate data and narrow the focus to our Multilingual Learners (ML), a manageable group of students who have been historically underserved

What will the strategy or strategies look like in action?

- Identify essential standards in each subject
- Provide time for the Grading Practices Task Force to share learning and decisions with staff
- Review grades every six weeks and work with staff to develop intervention plans, including communication and partnering with students and families for success

The team or person responsible

- Instructional Council
- Counselors
- Administrators
- College and Career Specialist

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 the SIP goal (e.g., data sources/measures, how, who, and when data will be collected)

- We will collect data on grades in 6-week cycles (counselors, registrar, administrators) and longer cycles with IC (semester grades)
- We will follow up our professional learning on SIOP and GLAD strategies with learning walks to provide feedback and support (IC, Admin, MLL staff expertise)
- We will review course syllabi for grading policies (IC, administrators)

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

By the end of the 2026–2027 school year, Meadowdale High School will increase the percentage of ninth-grade students passing all six classes from 91% in 2024–2025 to 96%. For ninth-grade Multilingual Learners, the school will increase the percentage passing all classes from 88% to 96% over the same period.

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)

By the end of the 2026–2027 school year, Meadowdale High School will increase the percentage of ninth-grade students passing all six classes from 91% in 2024 to 96%. For ninth-grade Multilingual Learners, the school will increase the percentage passing all classes from 88% in 2024 to 96%.

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

If we are identifying essential standards and supporting specific skills and content with students, our grades will represent what students know and can do, and not include behaviors.

If we have a dedicated team analyzing the 9th-grade ML data for trends, we will be able to provide support to students, staff, and families to ensure students are passing all of their classes.

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

- Student Intervention Team (SIT) has a goal that aligns with our SIP goal. This group will be tracking 9th graders' course success and providing interventions and support for students, staff, and families.
- As part of the 9th grade team, 9th graders will check grades every two weeks and set goals.
- Our Family Support Advocate will partner with the SIT team to work with families of our students who need additional support.
- We will provide professional learning on ML strategies and the use of technology for all staff.

What will the strategy or strategies look like in action?

- The SIT team will identify ML students who are at risk of not passing all of their classes. We will meet monthly to review the most current data and review interventions and support needed.
- Our Family Support Advocate will work with us to identify families and opportunities to better understand their hopes for their students and how we can partner for school success.
- We will provide learning opportunities for all staff on culturally responsive instruction and ML-specific classroom strategies. This will be provided by our staff with ML Department expertise to guide the scope and sequence of this learning and include technology as a common strategy.

Team or person responsible

- Student Intervention Team
- Family Support Advocates
- ML Department
- Technology
- Administration

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 the SIP goal (e.g., data sources/measures, how, who, and when data will be collected)

The administration team and department chairs are responsible for working with staff to identify essential standards. We have developed systems to collect this information so it is clear and transparent for all teachers. Department chairs look at this information to reflect on the scope and sequence from 9th grade to 12th grade.

Our Family Resource Advocate and Counselors are in contact with families and continue to make sure they are aware of how students are doing.

We have a 9th-grade work group composed of teachers and predominantly 9th-grade students who are monitoring the bimonthly grade check and reflection done with students. Admin, counselors, and the ML team also check grades quarterly to identify areas of concern and communicate with families.

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

We will increase the student perception of a welcoming environment at Meadowdale High School from 71% in 2024-25 to 90% by the 2026-2027 school year, as evidenced by the Edmonds School District's Student Perception 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 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)

We will increase the student perception of a sense of belonging at Meadowdale High School from 34% to 75% by the 2026-2027 school year, as evidenced by the Edmonds School District's Student Perception Survey.

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

If we create a welcoming environment based on student perception surveys and student interviews, we will reduce attendance and discipline issues and increase academic outcomes 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

- Interview students to confirm and clarify student perception surveys; we will identify specific strategies to support students
- Using student input, staff will identify a few strategies that we will all use consistently
- We will create an environment where students feel comfortable engaging in discourse and reflection
- **We will work with the Family Resource Advocate to develop strategies for improving attendance**

What will the strategy or strategies look like in action?

We will use our October Student Perception Survey, as well as the spring survey from 24-25, to understand broad themes. We will identify student groups to help us clarify needs and strategies to create a welcoming environment. As a staff, we will consistently use common strategies to create a welcoming environment for students. We will identify several times throughout the year to check in with student groups to hear how we're doing.

Team or person responsible

Administration 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)

We have reviewed the fall student survey with students and staff. With students, we shared the information with the leadership class and learned more from them about what the survey meant for them and possible interventions and actions we could take. With the staff, we reviewed survey data with IC and with the whole staff. This helped them to plan for creating a welcoming environment at the start of school and to be more aware of the needs of students.

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

Name	Role
Kim Whitworth	Principal
MDHS Staff	Certificated and Paraeducators
Students	Primary constituent of our learning community

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